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ABSTRACT

This compilation of information on the U.S. Department of Education's support programs, publications, and services to teachers, provides a description and location within the Department for each program, and serves as a reference for specific needs and questions. A review of the national education goals and the Goals 2000 program procedes the main reference sections that outline the structure of the Department, and provide a description, contact name, and phone number for each office, program, and project operated by the Department. Staff of the 10 regional offices are listed. Information is also presented on services administered by the Department to advance research and to provide information and promote communication about educational issues, such as toll-free telephone numbers, the National Library of Education, Regional Educational Laboratories, the National Diffusion Network Program, Special Education Programs, and information clearinghouses. (ND)

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New: Technology Resources

ED 398 215

A
WORLD-CLASS
EDUCATION FOR
EVERY CHILD

A Teacher's Guide to the U.S. Department of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Fourth Edition

Fall 1995

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Foreword

President Clinton and I are proud of the success we have had in this Administration. We have put in place a legislative agenda for transforming American education with the enactment of the GOALS 2000: Educate America Act; the creation of the new School-To-Work Opportunities Act; reauthorization of the Elementary and Secondary Education Act of 1965; the direct lending student loan program; new investments in technology; the refocusing of our research arm; the Safe Schools Act; the Gun Free Schools Act; the creation of AmeriCorps; and the expansion of Head Start. We have also had notable success in reaching out to teachers, administrators, parents and community leaders who are involved in systemic education reform. In order to accomplish their education reform goals, schools and communities need to know what resources are available to them. We believe we produced a useful guide to those resources with the first edition of *A Teacher's Guide to the Department of Education* in the fall of 1993. With this, the fourth edition of the *Guide*, we are providing updated information about Department programs and resources that can help communities achieve their education goals.

If we are to succeed in building a high-performance education system for the 21st century, we must tap the knowledge, experience, and insight of classroom teachers. We can't claim that teaching and learning are at the heart of education reform without listening to teachers. That is why one of the first steps I took as Secretary of Education was to appoint Terry Dozier -- a practicing classroom teacher and former National Teacher of the Year -- as my special advisor. Terry has reached out to teachers in a number of important ways. Annual Goals 2000 Teacher Forums bring some of the nation's best teachers to Washington, DC to discuss education issues with the Department. Terry has designed and conducted a number of focus group discussions with teachers and set up a computer network with Teacher Forum participants. The Adopt-A-Teacher Program enables Department employees and teachers to serve as resources for one another. Terry has also established a "shadowing program" where local educators spend a day during the summer with a Department employee who in return shadows the teacher in the fall.

Terry once sent me a message that has become the cornerstone of my philosophy on education reform: "Children aren't born smart, they get smart." That means it is possible for all of us, working together, to give every child in America the key to a successful future -- a quality education. Our challenge is to focus on improvement in teaching and learning and to be innovative, positive, and supportive in bringing about fundamental change.

I hope that you will look to the U.S. Department of Education as your partner in education. In turn, we will continue to count on your input as we devise policies and services to assist the nation's schools.

Dick Riley

Richard W. Riley
Secretary of Education

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Dear Colleague:

The mission of the U.S. Department of Education is to "ensure equal access to education and to promote educational excellence throughout the nation." In order to achieve this mission, the Department must remain constantly responsive to, and supportive of, those who are directly responsible for the quality of education in this country—its classroom teachers. It is crucial that policy makers work in close partnership with practitioners; those who know the education system intimately and fully understand what support is needed. Conscious of this, the Department is renewing and revitalizing its efforts to serve the nation's teachers. Secretary Riley appointed me, a veteran teacher, to be his special adviser, because he felt it was critical to have a classroom teacher on his immediate staff to serve as a "reality check" on our policies, programs, and legislation. It's exciting to have an administration that places a high value on teachers. I hope to use this position to reach out to all of you in the field, so that the Department can continue to benefit from your insight and experience as it implements its policies and delivers support services to schools.

By centralizing and compiling information on the U.S. Department of Education's services to teachers, we hope to increase teachers' access to the educational resources available throughout the country. From my own experience, I know that teachers aren't necessarily in the habit of looking to the U.S. Department of Education for help, but the Department offers many valuable resources to teachers in the way of programs, services, and publications. These resources would be more valuable if they were widely known and used. Think of this publication as a road map of sorts. It provides a general description of programs and their relative location within the Department, and it is also a reference to which you can turn with specific needs or questions. We see this guide as one step in what we hope will be a lively dialogue between teachers and the Department of Education.

Sincerely,

Terry Dozier

Terry Knecht Dozier
Special Adviser to the Secretary of Education

*Now There's a Way to Help **Children** Learn More Than Ever Before;*

*A Way to Give Parents, Educators, and Communities the **Power** to Make Schools Better;*

*And a Way to Give Every American a **Brighter** Future;*

GOALS 2000

National Education Goals

By the year 2000 --

ALL CHILDREN in America will start school ready to learn.

THE HIGH SCHOOL graduation rate will increase to at least 90 percent.

ALL STUDENTS will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

UNITED STATES students will be first in the world in science and mathematics achievement.

EVERY ADULT American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

EVERY SCHOOL in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning.

THE NATION'S teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

EVERY SCHOOL will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

GOALS 2000: Educate America Act

GOALS 2000 is the landmark school reform effort that establishes a framework for excellence in American education. It establishes conditions for improving student achievement through high expectations for all children, increasing parent and community involvement, making schools safe and drug free, improving professional development, increasing flexibility through waivers from federal regulations, and supporting long-term and systemwide efforts. The Act reaffirms that the responsibility for control of education is reserved to the states and local school systems.

Within this framework for excellence, GOALS 2000 supports states and local districts in creating their own comprehensive plans to help all students reach high standards. These plans will pull all the pieces of education reform together -- they align the curriculum, instructional materials, teacher preparation and development, and student assessment with high academic standards.

GOALS 2000 builds upon what we have learned in recent years about successful school reform. GOALS 2000 will:

- Offer schools and communities the tools and flexibility they need to get the job done and encourage accountability for results.
- Create partnerships among educators, parents, business people, workers, all citizens, and every level of government to support local schools and communities in their efforts to provide every child with a world-class education.
- Encourage parents and all family members to become more involved in children's education, and provide parents with better ways of measuring their children's progress and the quality of their schools.
- Strengthen and improve teacher preparation and development, textbooks, instructional materials, technologies, and overall school services so that teachers and students will have the tools they need to improve teaching and learning in every classroom.
- Produce better ways of testing and assessing student performance to make sure shortcomings are addressed and all children are learning what they need to know to succeed.
- Develop rigorous occupational skill standards that will define the knowledge and skills needed for the complex, high-wage jobs of tomorrow, and develop a system of skill certification that will help students get good jobs after they graduate.
- Provide venture capital to help schools, school districts, and states develop and pursue their own comprehensive plans for moving all students toward high academic standards.

- Help states and localities develop and use high academic standards in science, math, history, English, geography, foreign languages, and the arts, civics and government and economics.

What follows is a brief summary of the major provisions of the GOALS 2000: Educate America Act. Also included in this section are a description of the Department's GOALS 2000 Satellite Town Meetings.

GOALS 2000 -- State and Local Reform

GOALS 2000 provides funding to the states, based on Title I and Title VI of the Elementary and Secondary Schools Act of 1965 allocations, to support state and local efforts in the development and implementation of comprehensive education reform plans. These plans will include the development of challenging academic and performance standards and assessments for all students. During the second year of participation in this program, 90 percent of the funds provided to states must be distributed to local school districts and individual schools, for the development and implementation of local reform plans and for professional and pre-service training designed to help students meet state academic standards. Also, significant new waiver authority is provided in order to free states, school districts, and schools from federal regulatory burdens.

- Tom Fagan, (202) 401-0039

[The Safe Schools Act and the reauthorization of the Office of Educational Research and Improvement (OERI) were also included in this legislation. The details of the Safe Schools Act and the reauthorization of OERI are provided in the Grant and Other Programs section of this book.]

The GOALS 2000 Satellite Town Meeting

On the third Tuesday of each month during the school year, U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin host a live, interactive video teleconference for communities working to improve their schools and to reach the National Education Goals. Interested individuals may view the meetings at community down link sites or by watching participating local public access TV. Individuals can participate in the discussion by calling (800) 368-5781.

- Sponsored by the U.S. Department of Education and the U.S. Chamber of Commerce, the Satellite Town Meeting is hosted by Secretary Riley and Deputy Secretary Kunin, usually at the Chamber's television facility. National experts, community leaders, and educators are the in-studio guests for an informal discussion where they offer insights and practical, "how-to" advice for communities.

- Viewers call in with questions for the Secretary and his guests, or with examples of effective programs in their own communities.

- To take part in the Satellite Town Meeting, local educators, business and community leaders, parents, and others convene at school facilities, community colleges, chambers of commerce, businesses -- wherever there is a satellite dish. In many areas of the country, the Satellite Town Meeting is available live on local cable television access stations.

- Major national cable outlets, including the Discovery Channel, America's Disability Channel and Mind Extension University, have carried the Satellite Town Meeting, as do a number of state educational television systems.

- Recent Satellite Town Meetings have focused on strategies for preparing young children for school, eliminating youth violence, and developing school-to-work partnerships to prepare students for high-skill, high-wage jobs. Secretary Riley's guests have included educators and community leaders from across the country, as well as President Clinton, Attorney General Janet Reno, and other Cabinet officials.

- You can join the Town Meeting on-line, via a "list serve," using the Internet. This free "list serve," follows the topic of the Town Meeting each month and engages a variety of practitioners in lively discussion about innovative programs in their communities. The address to join is listserv@suum.syr.edu. In the message area, write subscribe satl-con (your name).

To learn more about the GOALS 2000 Satellite Town Meeting and the on-line discussion, call 1-800-USA-LEARN.

The Family Involvement Partnership for Learning

With the formation of a nationwide Family Involvement Partnership for Learning, the U.S. Department of Education has embarked on an initiative to help groups unite around the promising practice of involving families in the education of America's young people. Research has shown that schools succeed when family involvement in learning is supported by all sectors of the community: businesses, community agencies, and religious groups.

The new National Education Goal dedicated to family involvement states: "Every school will promote partnerships that will increase parent involvement and participation in promoting the social, emotional, and academic growth of children." The partnership is now comprised of more than 160 national educational, community, parent, religious and business organizations. As a grassroots initiative, the Partnership supports family involvement in children's learning school-by-school and community-by-community.

Key steps taken by the Family Involvement Partnership for Learning include:

- A nationwide back-to-school effort, *America Goes Back to School: A Place for Families and Community*.

- A multi-year reading initiative, READ*WRITE*NOW!

- A series of publications dealing with family involvement in children's learning, including *Strong Families, Strong Schools*, a research base for family involvement, *America Goes Back to School: Partners' Activity Guide, Employers, Families and Education*; brochures that explain what schools, families, communities, and employers can do to strengthen family involvement in children's learning and videos on proven practices to improve schools available from each of the televised monthly town meetings. These and other materials can be ordered by calling 1-800-USA-LEARN. Family involvement information will also be disseminated through the GOALS 2000 Parent Information and Resource Centers, recently funded in 28 states. (The Goals 2000 legislation authorizes a Center in every state by 1998.)

These resources are available from the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., SW, Washington, DC, 20202. All family involvement materials can also be accessed via the U.S. Department of Education's online library: *gopher.ed.gov* or *www.ed.gov*. An Idea Book on family involvement programs and a Partners' Resource Guide are being developed for publication by the Partnership.

Raising Academic Standards

In order to raise academic standards for American students, voluntary standards are being developed in various subject areas. Encouraged by the success of the National Council of Teachers of Mathematics' (NCTM) *Curriculum and Evaluation Standards for School Mathematics* in 1989, other discipline-based organizations are developing standards. Thousands of teachers, scholars, administrators, parents, and other members of the public have participated in shaping academic standards of what students should know and be able to do.

While states establish their own standards voluntarily and without direction from outside agencies, they often check their standards against those developed, or being developed, by national discipline-based organizations. As of September 1995, the voluntary standards listed below have been completed and might be useful as a resource to communities seeking to establish their own standards for students. In addition, communities might want to check with state departments of education and discipline-based organizations to find out the status of other standards not yet released.

Arts

Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091
or call (800) 828-0229

Civics and Government

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
(818) 591-9321
Contact: Charles Quigley

Geography

National Council of Geographic Education
1600 M Street NW
Washington, DC 20036
(202) 775-7832

Mathematics

The National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
(703) 620-9840

Physical Education

National Association for Sport and Physical Education
1900 Association Drive
Reston, VA 22091
(703) 476-3461

Science

American Association for the
Advancement of Science
1333 H Street, NW
Washington, DC 20005
(202) 326-6400

National Science Teachers Association
1840 Wilson Blvd., Second Floor
Arlington, VA 22201-3000
(800) 722-6782

Social Studies

National Council for the
Social Studies
3501 Newark Street, NW
Washington, DC 20016-3167
(202) 966-7840

For general information about content
standards development, contact:

Office of Educational Research and
Improvement
National Institute on Student
Achievement, Curriculum and
Assessment
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208
(202) 219-2079

The U.S. Department of Education Organizational Structure

The U.S. Department of Education contains a number of major offices that carry out different components of the Department's mission. What follows is a list of these offices and a brief description of their major responsibilities.

Office of the Secretary (OS)

Responsible for overall direction of the Department, establishing agency goals, and representing the Department.

The Office of Public Affairs (OPA) within the Office of the Secretary conducts the Department's public affairs activities.

Office of the Deputy Secretary (ODS)

Works with the Secretary to achieve the president's policy agenda and is responsible for internal management of the Department as well as oversight of program offices and external relations.

The Office of Corporate Liaison within the Office of the Deputy Secretary promotes the development of education-community-business partnerships.

The Office of Educational Technology within the Office of the Deputy Secretary works to advance the effective use of technology in education and lifelong learning.

Office of the Under Secretary (OUS)

Principal policy adviser to the Secretary and responsible for the Budget Office and Planning and Evaluation.

The Budget Office within the Office of the Under Secretary develops the program and internal administrative budgets.

The Planning and Evaluation Service evaluates programs and conducts long-range planning.

Office of Chief Financial Officer (CFO)

Responsible for the Department's financial management functions and administers grants and contracts.

Office of Inspector General (OIG)

Conducts audits and investigations of agency programs and operations to detect and prevent fraud, waste, and abuse, and promotes the efficient and effective use of resources in meeting ED's mission to ensure access to and excellence in education.

Office of the General Counsel (OGC)

Provides legal services to the Department.

Office of Elementary and Secondary Education (OESE)

Manages programs that provide financial assistance, direction, leadership, and technical assistance to state and local educational agencies to improve elementary and secondary education.

Office of Postsecondary Education (OPE)

Provides financial assistance for students enrolled in postsecondary education programs, and supports institutions in the development of student services, college housing and facilities, and innovative instructional programs.

Office of Special Education and Rehabilitative Services (OSERS)

Provides federal funds to promote improved education for children with disabilities and the rehabilitation and independence of disabled adults.

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

Administers programs authorized in Title VII of the Elementary and Secondary Education Act of 1965. These programs are aimed at assisting state and local educational agencies meet the educational needs of limited English proficient students by providing federal funding for the implementation and improvement of appropriate instructional programs, professional development, and technical assistance. Funds are also provided to improve foreign language instruction and to help meet the needs of immigrant children.

Office of Vocational and Adult Education (OVAE)

Administers, coordinates, and recommends national policy for improving vocational education, adult education, literacy and School-To-Work Opportunities programs. The office funds programs to prepare individuals of all ages for further education or employment and funds programs to provide adults with basic literacy skills to function effectively in today's society.

Office for Civil Rights (OCR)

Enforces laws that prohibit discrimination on the basis of race, color, national origin, sex, age, or disability in education programs receiving federal funds. Provides technical assistance to help schools achieve voluntary compliance with the civil rights laws that OCR administers.

Office of Educational Research and Improvement (OERI)

Funds research and demonstration projects to improve education and libraries, and collects and disseminates statistical information on the condition of education.

Office of Legislation and Congressional Affairs (OLCA)

Serves as liaison to Congress and coordinates legislative efforts.

Office of Intergovernmental and Interagency Affairs (OIIA)

Serves as liaison to other federal agencies and levels of government, and to international, community, and public advocacy groups.

The Office of Private Education within OIIA ensures that students attending private schools receive equal access to education opportunities, particularly those available through federal education programs.

Office of Management (OM)

Provides management support services to the Department including human resources, technology and strategic planning, and administers the Family Education Rights and Privacy Act.

Grant and Other Programs

The U.S. Department of Education funds and administers education programs for a variety of purposes and populations. It also recognizes and rewards excellence and improvement by students, schools, and communities. This guide briefly describes those programs that are relevant to teachers and the offices that manage them. (It is by no means a comprehensive listing of all the services the Department provides.) It also lists telephone numbers (and in some cases names) you can call with specific questions in these areas. Before describing the programs themselves, it is important to provide a definition of the types of grant programs that exist in the federal government.

Federal legislation that establishes programs of assistance provides varying degrees of discretion to the federal agency in the administration of the programs. One of the basic variables is the degree to which the federal agency is allowed to determine to whom and how much assistance will be provided. When Congress wishes to make that decision itself, it normally provides a formula.

Formula Grants. Money provided under a formula grant program is allotted according to a pre-set formula, based on population, per capita income, specialized clientele, or some other measure of need or a combination of measures specified in the authorizing legislation. Such grants are usually made to state governments but may be made to local governments and can be passed through state governments to institutions within the state. There may be provisions for reallocation of unused funds or restrictions on the rate of program growth or decline. Also specified is the percentage of program cost that the federal government will share with the recipient population to be served. Whatever the formula, the discretion of the federal agency is limited to applying the formula and to setting rules for operation of the program within the limits of the formula.

Discretionary Grants. When Congress does not provide a formula for the distribution of available funds, the Department is able to exercise a certain amount of discretion consistent with the authorizing legislation (hence the term *discretionary grants*) concerning who may participate in the program, the extent of participation, or both. When this occurs, it is necessary to establish criteria for selection and for program size and growth. It is also necessary to establish some mechanism for competition among applicants.

General requirements and selection criteria for discretionary grant programs without specific regulations are spelled out in the Education Department General Administrative Regulations. For most discretionary grant programs, the Department issues specific program regulations that are published in the *Federal Register* and codified annually in the *Code of Federal Regulations*. In addition, for each program, the Department publishes a notice in the *Federal Register* each time it invites applications for a new grant award competition. The Department also publishes in the *Federal Register* other notices related to a discretionary grant competition (*e.g.*, notices of proposed and final annual priorities applicable to a grant competition in a particular program).

What's New!

Technology Resources

Through projects initiated under the Improving America's Schools Act and through long-term programs, the Department of Education promotes the use of technology in schools, libraries, and communities to achieve its mission of ensuring equal access to education and promoting educational excellence throughout the nation.

National Long-Range Plan for Technology in Education

In accordance with the requirements of section 3121 of P.L. 103-382 of the Improving America's Schools Act of 1994, the Secretary of Education submitted a National Plan for Technology in Education to Congress. The plan was developed with hundreds of educators, citizens, and industry leaders in seven regional forums, two national conferences, dozens of interagency meetings, and on-line discussions over the Internet. The plan will galvanize local, state, and federal investments in technology and will propose to leverage resources for teacher training, access to technology, and school reform.

- Linda Roberts, (202) 401-1444

National Center for Education Statistics Survey on School Connectivity

The first national survey of schools' access to broad-band telecommunications and the Internet was completed in the fall of 1994. A second national survey will begin in October 1995 and will document the progress being made to wire schools and classrooms.

- Gerald Malitz, 219-1364

National Challenge Grants for Technology in Education

This program awards grants to consortia including at least one local education agency with a high percentage of children living below the poverty line. It promotes the integration of the acquired technologies into curricula to help the local educational agency enhance teaching, training, and student achievement; promotes ongoing, sustained professional development for teachers, administrators, and school library media personnel served by the local educational agency to further the use of technology in the classroom or library media center; and leads to the successful, effective, and sustainable use of technologies acquired.

- Tom Carroll, (202) 708-6001

Public Library Construction and Technology Enhancement

This program, part of the Library Services and Construction Act (LSCA), provides funding to states for construction of public libraries; acquisition, remodeling, and alteration of existing buildings; purchase, lease and installation of equipment, including technology; meeting handicapped barrier standards; and purchasing historic buildings for use as libraries. SAILOR, a non-commercial Internet service run by the Maryland library system, was developed under this program.

- Neal Kaske, (202) 219-1303

Ready-To-Learn Television

Ready-To-Learn Television supports development of educational television and instructional video programming for pre-school and elementary school children and their parents in order to promote the achievement of the National Education Goals. The grant to the Corporation for Public Broadcasting will develop new video programs for children with support materials for parents.

- Joe Caliguro, (202) 219-1496

Regional Educational Laboratories

The Department of Education's Regional Educational Laboratories work in partnership with educators and policy makers to test, adapt, and incorporate research findings into improved programs for schools and their students. Several of the regional labs publish resource guides that include information on activities of communities in their region. Some labs have made technology a particular focus; all labs will have access to the resources of the others. The labs and resource guides can be an important source for local contacts. For a listing of the Regional Education Laboratories, refer to page 71 in the resource section of this book.

- Robert Stonehill, (202) 219-2088

Regional Technology Consortia

These six consortia of technical assistance providers help states, local education agencies, teachers, school library and media personnel, administrators and other education entities to integrate advanced technologies into kindergarten through 12th-grade classrooms, library media centers, and other educational settings (including adult literacy centers). Consortia will establish and conduct regional activities that address professional development, technical assistance, and information resource dissemination to promote the effective use of technology in education, with

special emphasis on meeting the documented needs of educators and learners in the region they serve; and will foster regional cooperation. (AWARDS ARE PENDING: ADDRESSES OF THE INDIVIDUAL CONSORTIA WILL BE AVAILABLE THROUGH THE CONTACT BY NOVEMBER 1.)

- Catherine Mozer, (202) 219-8070

Research and Development

Among other priorities, the Department's Office of Educational Research and Improvement (OERI) addresses the issues of technology's impact on teaching and learning, and in an interagency collaboration, has identified four high-priority areas. These are research on learning and cognitive processes to improve the understanding of the learning process and how technology can best support that process; new models for evaluating learning and learning productivity; development of high-quality, affordable learning tools and environments for use in a variety of settings including schools, work places, and homes; and demonstrations of innovative technology and networking applications on how the National Information Infrastructure (NII) can be used for advanced instructional systems.

- Carol B. Lacampagne, (202) 219-2064.

Special Education Technology Media and Materials

The Technology Media and Materials Program supports a variety of research development, and activities to develop, examine, and market technology to serve children with disabilities. The program's purpose is to advance the use of innovative technology, media, and materials in improving educational results for children with disabilities.

- Office of Special Education and Rehabilitative Services, (202) 205-8123.

Star Schools Program

The Star Schools Program is a discretionary grant program that supports telecommunications partnerships to provide telecommunications equipment and programming to underserved students, including those living in rural and urban areas. Through support from the Star Schools Program, more than 50,000 teachers along with a host of administrators, parents, and policy makers have participated in staff development and community awareness activities produced via satellite, compressed video technology, fiber optics, videodisc, and microcomputer-based networks.

- Jean Tolliver, (202) 219-2097

Teacher Networking Projects

The Technology Education Program is designed to enhance curricula, classroom teaching and teacher professional development through online use of electronic teacher networks and shared knowledge. The teacher networks link teachers with curriculum and instruction specialists who can help teachers improve their teaching skills and knowledge of subject matter.

- Tawanna Colbert, (202) 219-2143 or tcolbert@inet.ed.gov

Technology, Educational Media, and Materials for Individuals with Disabilities

This project funds projects and centers for advancing the use of new technology, assistive technology, media, and materials in the education of children and youth with disabilities and the provision of early intervention services to infants and toddlers with disabilities.

- Louis Danielson, (202) 205-8106

Telecommunications Demonstration Project for Mathematics

This national telecommunications-based project is designed to improve the teaching of mathematics and is designed to help elementary and secondary teachers in preparing all students for achieving state content standards. Approximately 2100 teachers of grades K-5 will participate through 69 public television stations in 34 states. Additional support is also given to develop local programs for technical support for Mathline teachers.

- Adria White, (202) 219-2181

Additional Funding Sources for Software and Hardware

TITLE I, ESEA: Funds almost one-third of all software and hardware used primarily for basic skills instruction by schools.

Chapter 2, ESEA: Chapter 2 funds are spent on software and hardware purchases. Under the new OESE Reauthorization, Chapter 2 will be folded into the Eisenhower program.

Adult and Vocational Education: In adult education, money is allocated to purchase software and hardware.

School-to-Work: Grants to districts can be used to design or adapt school curricula that can be used to integrate academic and vocational learning with school- and work-based learning, and to provide training to staff on new curricula, student assessment, and guidance.

Goals 2000: Provides a planning grant to each state to integrate technology into overall state education improvement plans.

Eisenhower Professional Development: Most of the current Eisenhower program funds are used for teacher training, including training in using different technologies and in integrating them into math and science curricula. Only in schools with enrollment of 50 percent or more from low-income families can all Eisenhower funds be used for hardware and software purchases.

Even Start: Provides funds for pre-K–1 schools to purchase technology.

Funding Guides for Science and Technology

The USDLA Funding Source Book for Distance Learning and Educational Technology
This source book lists hundreds of funding sources for technology. It is available for $39.50 plus $4.00 shipping. To order contact: (718) 857-3717.

Directory of Building and Equipment Grants
This directory lists funding sources for equipment, building, and renovation, and innovative procedures to secure funding for computers and free computer software. To order contact: (305)753-1754.

For additional information, check with your State Department of Education.

On-Line Resources

U.S. Department of Education's Public World Wide Web/Gopher/FTP site
Teachers with access to the Internet can tap a rich collection of ED information at ED's public World Wide Web/Gopher/FTP site, including:

- o fact sheets and other information on GOALS 2000, ESEA (IASA), STW, and the family partnership;
- o collections of the academic standards;
- o announcements of new publications and data sets;
- o press releases, funding opportunities, and event calendars;
- o general information about the Department;
- o searchable ED staff directory, directories of effective programs, and directory of education-related information centers;
- o descriptions of ED programs;
- o research findings and syntheses;
- o full-text publications for teachers, parents, and researchers;
- o statistical tables, charts, and data sets; and
- o pointers to all public Internet resources at R&D Centers, Regional Laboratories, ERIC Clearinghouses, and other ED-funded institutions.

Internet users can access the information using a World Wide Web client such as NCSA Mosaic (URL = **http://www.ed.gov**), a Gopher client (gopher to **gopher.ed.gov** or select **North America--> USA--> General--> U.S. Department of Education**), or an FTP client (ftp to **ftp.ed.gov**).

OERI Toll-Free Electronic Bulletin Board
Much of the information that is available on the Department's Internet site is also available to those who don't yet have Internet access but who can dial into a bulletin board. The OERI electronic bulletin board provides on-line access to statistical data, research findings, information about Department of Education programs, and, in some cases, full texts of departmental documents. Computer users can retrieve this information at any hour using a modem (at speeds up to 14400 baud) and calling **1-800-222-4922**. The local direct number is, **(202) 219-1511**.

ED Board Electronic Bulletin Board
The Department's Grants and Contracts Service operates ED Board, which provides on-line access to information about the Department's programs, current funding opportunities, contracting forecasts, and information about doing business with the Department. Computer users can access ED Board at any hour using a modem (at speeds up to 2400 baud) and calling **(202) 260-9950** and via the Internet through FedWorld or the Department of Education's web server.

AskERIC

The ERIC Clearinghouse on Information & Technology, one of the 16 clearinghouses in the ERIC national information system, sponsored by the Office of Educational Research and Improvement, runs an Internet-based question-answering service called "AskERIC." Teachers, administrators, parents, and community members with education questions may send them via e-mail to askeric@ericir.syr.edu. A response is provided within 48 hours. AskERIC has also developed computerized resource collections of frequently-asked questions, lesson plans, short summaries of recent research, and literature searches on popular topics.

AskERIC Virtual Library

The AskERIC Virtual Library is an Internet site of selected resources for education and general interest. As a Sun SITE, AskERIC has the resources to use sound, video, and multimedia resources. Some of the contents include more than 700 lesson plans, access to the ERIC database and full-text ERIC Digests, AskERIC InfoGuides (topical guides to Internet and ERIC resources), archives of education-related listservs, and remote access to other Internet sites. Access the AskERIC Virtual Library at URL = http://www.ericir.syr.edu or gopher to gopher.ericir.syr.edu; or select North America->USA->General-> AskERIC; or telnet to ericir.syr.edu, anonymous, and for the password enter your email address.

National Parent Information Network

The National Parent Information Network (NPIN) is the largest Internet resource for parents, providing high-quality information devoted to child development, child care, education and parenting. NPIN publishes an online newsletter for parents that contains timely information on issues of concern to parents, special reports on children by age group, and documents on relevant issues from a variety of sources. Access NPIN at URL = http://www.prairienet.org/htmls/eric/npin/npinhome.html.

Eisenhower National Clearinghouse for Mathematics and Science Education

This clearinghouse at Ohio State University provides access for K-12 educators to a growing collection of mathematics and science material and information, such as program or curriculum resources, federal funding, evaluations, and guides. An electronic catalog is available on CD-ROM and online at URL = http://www.enc.org. By 1996, the entire database will be searchable online and a user network will be in place. Contact Len Sumutis, (614) 292-1373.

Regional Educational Laboratory Network

Almost every one of the ten Regional Educational Laboratories maintains a World Wide Web or gopher site containing regional information and collections of research-based information designed for use by educational practitioners. Internet users can access the Lab Network through any of the labs or through a central entry point maintained by the Northwest Lab, using a World Wide Web Client such as NCSA Mosaic (URL = http://www.nwrel.org) or a gopher client (gopher to gopher.nwrel.org port 5000).

National Institute for Literacy

The National Institute for Literacy is developing an Internet-based information and communications network. Its three functions are to conduct moderated discussions on literacy issues, to provide a database of existing literacy-related information in searchable form from multiple locations, and to provide a ready reference section of relevant data. The prototype is available at URL = http://novel.nifl.gov.

Office of Elementary and Secondary Education

The Improving America's Schools Act

The Improving America's Schools Act, which contained the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), was passed by the Congress in October, 1994. It provides: (1) federal support for at-risk children to help them achieve challenging standards in core academic subjects; (2) greater involvement of parents and communities in learning; (3) improved teaching through better professional development; (4) new assistance to make schools safer and drug-free; and (5) support for effective changes in school practice and management, such as using technology to improve teaching and learning and initiating charter schools.

Support for At-Risk Children

The new Title I has one overriding goal: to improve the teaching and learning of children in high-poverty schools to enable them to meet challenging academic content and performance standards. To accomplish this goal, Title I supports new roles for schools, districts, states and the federal government. Schools will decide how to spend their Title I resources and have more leeway in combining their resources to support comprehensive reform through schoolwide programs; local education agencies will play a new, critical role through providing consultation, coordination, and high-quality professional development; states will anchor the program by developing challenging academic standards and linking Title I with their overall school reform efforts; and the federal government will work to support states, districts, and schools as they strive to make these changes work.

Parental and Community Involvement

The new Title I emphasizes three components of parental involvement: (1) policy involvement at the school and district level, including parental involvement in developing school-level programs; (2) building capacity for involvement through such means as increased training and enhanced involvement of community-based organizations; and, for the first time, (3) shared parent and school responsibility for improved student achievement, embodied in school-parent compacts.

Title I school-community connections are improved in the new law by fostering integration of Title I with other education, health and social service programs. The new provisions (1) ask school districts to coordinate and integrate Title I services with other educational services, including Even Start, Head Start, and School-To-Work services, and, to the extent feasible and where necessary, with other agencies providing health and social services to children; (2) allow Title I schools to work with the community to provide health, nutrition, and other social services that are not otherwise available to the children being served; and (3) require districts and schools to address the transition needs of children, particularly as they move from pre-school to school.

Professional Development

Title II will play a key role in ensuring that teachers, administrators, other school staff, and district-level personnel receive the professional development they need to help children meet the state's challenging academic standards. The Eisenhower Professional Development Program will support this effort. LEAs will provide high-quality professional development designed by principals, teachers, and other school staff in schools.

Safe and Drug-Free Schools and Communities

Title IV, the Safe and Drug-Free Schools and Communities Act, replaces the previously authorized Drug-Free Schools and Communities Act. It authorizes ED to continue supporting school- and community-based drug education and prevention programs and authorizes activities designed to prevent youth violence. The program will provide funds to governors, state and local educational agencies, institutions of higher education, and non-profit entities for a broad range of drug and violence prevention programming. The new act contains the following important new elements: adds violence prevention as a key element of the programs; targets resources to where they are most needed; increases accountability; links schools to communities; and broadens the range of authorized prevention activities.

School Practice and Management -- Technology, Innovation, Charter Schools and Improving Education

Part A of Title III of IASA is a new authority. It represents a commitment on the part of Congress and the Department to promote the acquisition and use of educational technology to support school reform and to assist schools in using technology to enhance curricula, instruction, and administrative support resources and services, to help achieve the National Education Goals. Title III has provisions for programs for a national long-range technology plan, for state and local programs for school technology resources, for regional technical support and professional development, and for product development.

Title VI, the Innovative Education Strategies program supports activities that encourage school reform and educational innovation. The newly reauthorized program allocates federal funds, by formula, to state educational agencies (SEAs), which will then distribute at least 85 percent of the funds to local educational agencies (LEAs) located in high-poverty and sparsely populated areas. The new program also will support a broad range of local activities in eight primary areas: (1) technology related to implementing reform; (2) acquisition and use of instructional and educational materials, including library materials and computer software and hardware; (3) promising education reform projects such as magnet schools; (4) programs for at-risk children; (5) literacy programs for students and their parents; (6) programs for gifted and talented children; (7) school reform efforts linked to GOALS 2000; and (8) school improvement programs and activities authorized under Title I.

Title X has provisions for charter schools, an innovation for improving school and student performance by replacing rules-based governance with goals-based accountability. Public charter schools operate within the public school system, in accordance with state law, but are released from most regulatory requirements in exchange for developing and implementing a plan to achieve better results in student learning.

Title XIII establishes a new systemic approach technical assistance for education. The Act provides for comprehensive regional assistance centers, the National Diffusion Network, Eisenhower Regional Mathematics and Science Education Consortia, and technology-based technical assistance. What follows are descriptions of OESE programs.

GOALS 2000 Programs

The GOALS 2000: Educate America Act is based on the premise that higher expectations produce better performance, that academic standards should be raised, and that schools and teachers should be specific about what they expect children to learn. The GOALS 2000 act assists communities and states with funds to develop and implement their own school improvements based on local, "bottom-up" initiatives. Improvement plans will include ways to strengthen academic achievement, improve discipline, increase parent involvement, better utilize technology, and improve teaching. The act also provides schools, school districts, and states with a way to cut through red tape by allowing for extensive waivers. The new law formally commits the nation to pursuing eight national education goals.

Parental Assistance

GOALS 2000 provides grants to establish parental information and resource centers to provide training, information, and support to parents of children from birth through secondary school. Nonprofit organizations and nonprofit organizations working in consortia with local education agencies can apply for funds through this program.

- Goals 2000 program office, 401-0039.

State and Local Education Systemic Improvement

GOALS 2000 provides grants to states to help them develop comprehensive reform plans to raise all children to a high level of performance. A significant portion of funds must be passed on to localities to develop local comprehensive reform plans and to fund pre-service teacher training and professional development programs and reform initiatives.

- Goals 2000 program office, 401-0039.

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Urban and Rural Initiative

GOALS 2000 provides grants to urban and rural local education agencies with large numbers or concentrations of students who are economically disadvantaged or who have limited English proficiency. Funds are to be used to develop or implement school improvement plans.

- Goals 2000 program office, 401-0039.

School Improvement Programs

School improvement programs provide financial assistance to state and local education agencies, institutions of higher education, and other public and private nonprofit organizations for a wide variety of programs designed to improve elementary and secondary education throughout the country.

Dwight D. Eisenhower Professional Development State Grants

The Eisenhower Program is designed to improve teaching and learning of all students through professional development activities to help ensure that teachers, administrators, and other staff have access to sustained and intensive high-quality professional development that is aligned to challenging state content standards and challenging state student performance standards, and to develop and implement professional development activities in the core academic subjects. Grants are made to State and local educational agencies, educational service agencies, institutions of higher education, and other public and private agencies, organizations, and institutions.

Projects of national significance (which can address needs in any core subject) are funded competitively by the Department of Education's Office of Educational Research and Improvement (OERI). Applications for this program are available through OERI's Federal Activities Office.

- Eisenhower Professional Development State Grant Program, Daniel Bonner, (202) 260-1907; Eisenhower Professional Development Federal Activities Program, Patricia O. Ross, (202) 219-2169.

Safe and Drug-Free Schools and Communities Programs

The Safe and Drug-Free Schools and Communities Program provides funds to assist states, schools, and communities in the design, implementation, and evaluation of alcohol and drug education and prevention programs. Teachers can receive training and materials. These services are available to teachers through the following grant programs:

State Grants

This formula grant program provides assistance to states to establish, operate, and improve local programs of drug abuse and violence prevention. The program allocates funds to states based on school-age population and Title I funding. Each state's allocation is divided between the state education agency (SEA) and the office of the governor. The SEA must allocate at least 91 percent of the funds it receives to local school districts. The governor provides financial support to schools, parent groups, community-based organizations, or other public or private nonprofit organizations. Most school districts receive a grant through their SEA. Many of these school districts provide training and materials for teachers.

Teachers should contact their principal or superintendent to find out more about the services that their school district provides under this program. Each SEA and governor's office also has a contact person that oversees the state's program. Information on these state contacts is available through the national office.

- Deborah Rudy, (202) 260-3954

Federal Activities Program

Supports programs to prevent the illegal use of drugs and to eliminate violence among students at all education levels from preschool through the postsecondary level. Program activities include project grants, contracts, cooperative agreements and discretionary grants. State and local educational agencies, institutions of higher education, and other nonprofit agencies, organizations and institutions may apply for funds under this program.

- Albert Macias, (202) 260-2823

Family and Community Endeavor Schools Grant Program

This program is designed to improve the overall academic and social development of at-risk students. Local educational agencies and community-based organizations are eligible to apply for this program.

o Charlotte Gillespie, (202) 260-3954

Innovative Education Program Strategies

Innovative Education Program Strategies is designed to: (1) support local education reform efforts which are consistent with and support statewide reform efforts under the GOALS 2000: Educate America Act; (2) support state and local efforts to accomplish the National Education Goals; (3) provide funding to enable state and local educational agencies to implement promising educational reform programs; (4) provide a continuing source of innovation, and educational improvement, including support for library services and instructional and media materials; and (5) meet the special educational needs of at-risk students. Training opportunities for teachers and other education staff may be incorporated into many of the eight innovative assistance areas.

o Zulla Toney, (202) 260-2551

Ellender Fellowships

The Ellender Fellowship Program provides funds to the Close Up Foundation, a nonpartisan, nonprofit foundation that promotes knowledge and understanding of the Federal government. Close Up allocates fellowships to low-income students and their teachers, students of migrant parents, economically disadvantaged older Americans, and recent immigrants, to enable them to participate in Close Up's program and increase their understanding of the federal government.

o Barbara Krebs, (703) 706-3300

Christa McAuliffe Fellowships

The Christa McAuliffe Fellowship program provides grants to states to reward excellence in teaching. Outstanding teachers receive fellowships to continue their education, to develop innovative programs, to consult with or assist local education agencies, private schools, or private school systems, and to engage in other education activities that will improve their knowledge and skills as well as the education of students. Information about the program is available through the state administrator.

- Jimmie Lue Holmquist, (202) 260-2715

Women's Educational Equity

The Women's Educational Equity program promotes educational equity for women and girls at all levels of education and provides financial assistance to enable educational institutions to meet the requirements of Title IX of the Education Amendments of 1972. It is also intended to provide educational equity for women and girls who suffer multiple discrimination, bias, or stereotyping based on sex and/or race, ethnic origin, disability, or age. The program provides financial assistance to public agencies, private nonprofit organizations and institutions, and individuals to develop and implement model equity programs in schools throughout the nation. Awards are made in two categories--*Implementation grants* and *research and development grants*.

- Carrolyn Andrews, (202) 260-2670

Magnet Schools Assistance in Desegregating School Districts

The Magnet Schools Assistance Program provides funds to local public school districts to assist them in planning and establishing magnet schools as part of an approved desegregation plan. The magnet schools must reduce, prevent, or eliminate minority student isolation in one or more district schools. They also must offer courses of instruction that will significantly improve students' knowledge of academic subjects and their grasp of tangible and marketable vocational skills. The discretionary grants are awarded through national competitions that are held once every three years. Applications are available through the national office.

- Steven L. Brockhouse, (202) 260-2476

Desegregation Assistance, Civil Rights Training, and Advisory Services

The Desegregation Assistance, Civil Rights Training and Advisory Services program is authorized by Title IV of the Civil Rights Act. It provides technical assistance, training, and advisory services to school districts in the areas of race, sex, and national origin desegregation. The services are provided by state educational agencies and by regional desegregation assistance centers. Information about services in your state or region may be obtained from the national office.

- Annie R. Mack, (202) 260-2494

Title I Grants to Local Educational Agencies

This Title I program offers financial assistance through formula grants to state educational agencies (which in turn make subgrants to local educational agencies) to improve the teaching and learning of children in high-poverty schools to enable them to meet high state academic standards expected of all children. Professional development for both Title I teachers and regular classroom teachers who teach participat-ing children is required as part of each school and district program. Information about the Title I program in local educational agencies is available through the state Title I office.

- Mary Jean LeTendre or William Lobosco, (202) 260-0826

Education for Homeless Children and Youth

The Education for Homeless Children and Youth Program makes formula grants to state educational agencies (which in turn make subgrants to local educational agencies) to ensure that each child of a homeless individual and all homeless youth have access to a free, appropriate public education and social services.

- Francine Vinson, (202) 260-0995

Even Start Family Literacy

The Even Start Family Literacy Program makes formula grants to state educational agencies (which in turn make subgrants to local education agencies and other entities), and discretionary grants to Indian tribes and tribal organizations, and to states for the children of migratory workers, to provide family-centered education projects. The goals are: to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training for their parents.

- Patricia McKee, (202) 260-0991

Training in Early Childhood Education and Violence Counseling

The Training in Early Childhood Education and Violence Counseling program makes discretionary grants that enable institutions of higher education to recruit and train students (particularly those who are disadvantaged) for careers in early childhood development, and in the care and counseling of young children and their care givers affected by community violence.

- Robert Alexander, (202) 260-0994

Indian Education

The Office of Indian Education funds special programs to improve education opportunities for Indian children and adults, and to address the culturally related academic needs of Indian children. Information about the various Indian education programs is available through the national office.

- James Kohlmoos, (202) 260-1983

Migrant Education

The Office of Migrant Education administers and coordinates programs relating to the education of the children of migratory agricultural workers and fishers. Information about the various Migrant Education Programs is available through the Office of Migrant Education.

- Bayla White, (202) 260-1124

Impact Aid

The Impact Aid program makes formula grants to school districts that serve federally connected students (e.g., military dependents and children living on Indian lands) and to certain school districts containing a significant amount of federal property. Funds generally may be used for general education purposes, and teachers are frequently responsible for distributing and collecting survey forms used to identify eligible students.

o Catherine Schagh, (202) 260-3907

Office of Special Education and Rehabilitative Services

The Office of Special Education and Rehabilitative Services (OSERS) supports programs that assist in educating children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.

OSERS is divided into three offices: the Office of Special Education Programs; the Rehabilitation Services Administration; and the National Institute on Disability and Rehabilitation Research.

The Office of Special Education Programs

The Office of Special Education Programs (OSEP) is responsible for administering programs relating to the free appropriate public education of all children, youth, and adults with disabilities. OSEP oversees programs to expand and improve special education, administers grants to state education agencies to help state and local districts serve children and youth with disabilities, and monitors state programs to ensure that students with disabilities receive appropriate education and that their rights and those of their parents or guardians are protected. OSEP also administers programs to train special education teachers and conducts research in improved methods of special education. Some grants are given to all the states according to a formula prescribed in congressional legislation authorizing the program; others are awarded to individuals or institutions on the merit of competitive applications.

o JoLeta Reynolds, (202) 205-5507

The Rehabilitation Services Administration

The Rehabilitation Services Administration (RSA) allocates grants to state vocational rehabilitation agencies to help individuals with physical or mental disabilities obtain employment through counseling, medical and psychological services, job training, and other individualized services. Priority is given to those

individuals who are severely disabled. RSA also funds programs that train rehabilitation professionals, enrich the lives of individuals with disabilities, increase their employment opportunities, or enable people with severe disabilities to live more independently with their families or in their communities.

o Beverlee Stafford, (202) 205-9331

The National Institute on Disability and Rehabilitation Research

The National Institute on Disability and Rehabilitation Research (NIDRR) provides leadership and support for a comprehensive and coordinated national and international program of rehabilitation research. NIDRR's most important goal is to find ways to ensure that disabled persons have the opportunity to live independently. Working with both federal and private-sector organizations, NIDRR develops and implements long-range plans for rehabilitation research and coordinates the work of all federal agencies supporting or conducting such research. NIDRR also participates in the international exchange of rehabilitation experts and information and, through the U.S. Department of State, participates in U.S. rehabilitation research projects with foreign governments as well as in other international rehabilitation research and demonstration projects.

o William B. MacLaughlin, (202) 205-8134

Office of Postsecondary Education Programs

Center for International Education, Advanced Training and Research

Fulbright-Hays Seminars Abroad Program

The Fulbright-Hays Seminars Abroad Program is designed to increase mutual understanding between people of the United States and other countries by offering qualified American educators opportunities to participate in short-term seminars abroad. Applications for this program are accepted through the Fulbright-Hays program.

o Linda Johnson, (202) 401-9797

Higher Education Programs

Talent Search

Talent Search programs are funded at colleges and community agencies to identify qualified youth with potential for postsecondary education; to encourage them to continue and graduate from secondary school and to enroll in programs of postsecondary education; to publicize the availability of student financial aid; and to encourage secondary and postsecondary school dropouts to re-enter an education program.

o Peggy Whitehead, (202) 708-6273

Upward Bound

The Upward Bound Program funds programs of colleges and other agencies that will generate skills and the motivation necessary for success in education beyond high school among low-income youths and potential first-generation college students. The goal of these projects is to increase the academic performance and motivation of students between the ages of 13 and 19.

o Carlos Stewart, (202) 708-6276

Office of Vocational and Adult Education

School-To-Work Opportunities Act

The Departments of Education and Labor have entered into a partnership to establish a national framework within which all states can create comprehensive statewide School-to-Work Opportunities Systems.

These systems will integrate school-based and work-based learning as well as establish effective linkages between secondary and post-secondary education in order to help our youth acquire the knowledge, skills, abilities, and labor market information they need to make a smooth transition from school to career-oriented work or to further education and training.

Grants are being used by states and localities as seed capital to plan and implement statewide School-to-Work systems. The federal role will be to: promote the formation of local partnerships consisting of employers, local educational agencies, and other key parties to help states and localities learn from each other and our

international competitors; build a knowledge base of effective models, including strategies that meet the needs of the disadvantaged; and establish a national School-To-Work framework through core School-To-Work program components and national skill standards.

If you are an educator and would like more information on how you can join with employers, unions, parents, and others in the School-To-Work initiative, you may request *School-To-Work Opportunities: An Owner's Guide* by calling the School-To-Work Opportunities Team, (202) 401-6222

School-To-Work Opportunities State Development Grants

These grants are awarded to states to begin and enhance planning and developmental efforts to create comprehensive statewide School-To-Work Opportunities systems based on plans developed through state development grants. The School-To-Work Opportunities Initiative is the result of a broad-based and growing interest in creating School-To-Work systems in which young Americans choose and navigate paths to productive and progressively more rewarding roles in the workplace.

- School-To-Work Opportunities Team, (202) 401-6222

School-To-Work Opportunities State Implementation Grants

These grants are awarded to states to establish comprehensive, statewide School-To-Work Opportunities systems. These systems will offer young Americans access to education and training programs designed to prepare them for a first job in high-skill, high-wage careers, and to increase their opportunities for further education.

- School-To-Work Opportunities Team, (202) 401-6222

School-To-Work Opportunities Local Partnership Implementation Grants

These grants are for local partnerships to begin implementation of School-To-Work Opportunities Initiatives that will eventually be part of a statewide School-To-Work Opportunities system. These initiatives will offer young Americans access to programs designed to prepare them for a first job in high-skill, high-wage careers, and to increase their opportunities for further education. The local partnerships applying for these grants must demonstrate that a sound planning and development base for a School-To-Work Opportunities Initiative has been built and that implementation is ready to begin.

- School-To-Work Opportunities Team, (202) 401-6222

School-To-Work Opportunities Urban and Rural Grant Opportunities

Awarded competitively, these grants enable urban and rural areas with high rates of poverty to develop and implement School-To-Work initiatives.

- School-To-Work Opportunities Team, (202) 401-6222

Division of Adult Education and Literacy

The Division administers several programs, to provide educational opportunities for adults, age 16 years and older, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives. The Adult Education Act authorizes two formula grant programs: (1) the State-Administered Basic Grants Program, and (2) the State Literacy Resource Centers Program. State-administered Basic Grants are provided to state education agencies, which in turn distribute funds to local providers through a competitive process based upon state-established funding criteria. The purposes of the State Literacy Resource Centers Program are to stimulate the coordination of literacy services, and to create a network of state or regional resource centers. The division also maintains a Clearinghouse on Adult Education and Literacy. State contacts for the State-Administered Basic Grants Programs and for the State Literacy Resource Centers Programs are listed in the Services and Resources section of this book.

- Ronald S. Pugsley, (202) 205-8270

Division of Vocational-Technical Education

The Division administers the Carl D. Perkins Vocational and Applied Technology Education Act that provides formula grants to state education agencies to help provide vocational-technical education programs and services to youth and adults. Among the programs supported by the Division is Tech-Prep education. Each state has a Tech-Prep Coordinator. State Tech-Prep contacts are listed in the Services and Resources section of this book.

- Nancy Smith Brooks, (202) 205-8269 or Gisela Harkin, (202) 205-9037

Division of National Programs

The division administers OVAE's national discretionary research, development and demonstration programs in vocational-technical and adult education. Through grants, cooperative agreements and contracts, the division supports activities which promote program improvement, leadership, research, capacity building and dissemination. The division also supports the National Center for Research in Vocational Education, (NCRVE), and the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). Specific

information on the range of divisional program activities may be found within the *Resource Guide for Discretionary National Vocational-Technical and Adult and Literacy Education Programs*. Contacts for the NCRVE and NNCCVTE are listed in the Services and Resources section of this book.

- Pariece Wilkins, (202) 205-9673 or Kate Holmberg, (202) 205-5563

Office of Educational Research and Improvement

OERI Reauthorization

The Office of Educational Research and Improvement was reauthorized as part of the GOALS 2000: Educate America Act. The new law organizes the office into five mission-driven National Institutes. The topic areas are as follows:

(1) Student Achievement, Curriculum and Assessment;
(2) Education of At-Risk Students;
(3) Early Childhood Development and Education;
(4) Governance, Finance, Policy Making, and Management;
(5) Postsecondary Education, Libraries, and Lifelong Learning.

Institutes are designed to conduct a balance of basic and applied research. Field-initiated studies will form at least 20 percent of the work of each of the new Institutes, with research and development center-based work consuming a minimum of 30 percent. Institutes will publish syntheses of work of value to practitioners, provide technical assistance, and run fellowship programs.

In addition, the newly reauthorized OERI will have the responsibility of establishing an Office of Reform Assistance and Dissemination to ensure that research and development knowledge, as well as innovative programs, products, and approaches, are identified, evaluated, and made available to school communities. Two other integral components of the new OERI are the National Center for Education Statistics and the new National Library of Education. The authorization will not fully take effect until October 1, 1995. For further information please contact Laurence Peters at (202) 219-2050.

What follows is a summary of current OERI programs.

OERI Research Institutes

Field-Initiated Studies

OERI institutes administer the Field-Initiated Studies Program, which supports research projects on topics that will advance education theory and practice. Under this program, applicants may propose research projects that are not necessarily part of any current focused research agenda, but are significant.

o Delores Monroe, (202) 219-2223

National Research and Development Centers

To help improve and strengthen student learning in the United States, OERI's five research institutes support 24 university-based national education Research and Development Centers. The centers address specific topics such as early childhood education, student achievement in core academic subjects, and teacher preparation and training. In addition, most of the centers focus on the education of disadvantaged children. Many centers collaborate with other universities, and many work with elementary and secondary schools. Centers may be contacted directly for a catalog of their publications and services.

National Center for Research on Educational Accountability and Teacher Evaluation
Western Michigan University
401 B. Ellsworth Hall
Kalamazoo, MI 49008
(616) 387-5895

National Center on Adult Literacy
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 19104-3111
(215) 898-2100

National Research Center on Cultural Diversity and Second Language Learning
University of California
at Santa Cruz
399 Clark Hall
Santa Cruz, CA 95064
(408) 459-3500

Center for Research on the Education of Students Placed at Risk
Johns Hopkins University
CSOS, 3505 North Charles Street
Baltimore, MD 21218
(410) 516-0370

Howard University
Department of Psychology
Washington, DC 20059
(202) 806-6805

National Research Center on Education in the Inner Cities
Temple University
933 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 204-3001

Center for Research on Evaluation, Standards, and Student Testing (CRESST)
University of California
at Los Angeles
Center for the Study of Evaluation
145 Moore Hall
Los Angeles, CA 90024-1522
(310) 206-1532

Center on Families, Communities, Schools, and Children's Learning
Boston University
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

The Finance Center of the Consortium for Policy Research in Education
University of Wisconsin at Madison,
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-4260

National Research Center on the Gifted and Talented
University of Connecticut
362 Fairfield Road U-7
Storrs, CT 06269-2007
(203) 486-4826

National Center for School Leadership
University of Illinois at Urbana-Champaign
College of Education
1208 West Springfield Avenue
Urbana, IL 61801
(217) 244-1122 or (800) 643-3205

National Research Center on Literature Teaching and Learning
State University of New York at Albany
School of Education
1400 Washington Avenue
Albany, NY 12222
(518) 442-5026

National Center for Research in Mathematical Sciences Education
University of Wisconsin at Madison,
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-3605

Center on Organization and Restructuring of Schools
University of Wisconsin at Madison,
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-7575

The Policy Center of the Consortium for Policy Research in Education
Eagleton Institute of Politics
Rutgers University
90 Clifton Avenue
New Brunswick, NJ 08901-1568
(908) 932-1331

National Center on Postsecondary Teaching, Learning, and Assessment
Pennsylvania State University
Center for the Study of Higher Education
403 South Allen Street, Suite 104
University Park, PA 16801-5252
(814) 865-5917

National Reading Research Center
University of Georgia
318 Aderhold
Athens, GA 30602-7125
(706) 542-3674

National Center for Science Teaching and Learning
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1015
(614) 292-3339

National Research Center on Student Learning
University of Pittsburgh
Learning Research and Development Center
3939 O'Hara Street
Pittsburgh, PA 15260
(412) 624-7450

National Center for Research on Teacher Learning
Michigan State University
College of Education
116 Erikson Hall
East Lansing, MI 48824-1034
(517) 355-9302

Center for Technology in Education
Bank Street College of Education
610 West 112th Street
New York, NY 10025
(212) 807-4200

National Center on the Educational Quality of the Workforce
University of Pennsylvania
Institute for Research on Higher Education
4200 Pine Street
Philadelphia, PA 19104-4090
1-(800) 437-9799

National Center for the Study of Writing and Literacy
University of California at Berkley
School of Education
5513 Tolman Hall
Berkley, CA 94720
(510) 642-9592

National Center for Education Statistics

The National Center for Education Statistics (NCES) collects, analyzes, and disseminates data on all levels of education in the United States; conducts studies on international comparisons of education statistics; and provides leadership in developing and promoting the use of standardized terminology and definitions for the collection of those statistics. In carrying out its functions, NCES works collaboratively with states, local education agencies, other federal agencies, international organizations, and education constituent groups. NCES data are available through its publications program and the Education Information Branch as well as the National Data Resource Center (NDRC).

Office of the Commissioner

The Office of the Commissioner of Education Statistics can provide information about NCES plans and programs, and can offer guidance in accessing its many data bases.

- Suellen Mauchamer, (202) 219-1839

National Data Resource Center

The National Data Resource Center provides special statistical tabulations and analyses of data sets maintained by NCES to educators, researchers, and others. This service is provided free of charge.

- Carl Schmitt, (202) 219-1642

Office of Reform Assistance and Dissemination

OERI's Office of Reform Assistance and Dissemination ensures that research and development knowledge is useful to teachers, parents and others through the:

Blue Ribbon Schools Recognition Program

This program identifies and gives national recognition to public and private schools that are unusually effective in meeting local, state, and national goals, in educating **all** of their students. Applications for this program are available from state education agencies.

- Diane Aleem, (202) 219-2148

Star Schools Program

The Star Schools Program provides grants to eligible telecommunications partnerships to encourage improved instruction in mathematics, science, foreign languages, literacy skills, vocational education, and other subjects, through the development, construction, and acquisition of telecommunications facilities, equipment, and instructional programming. Grants are also made for a special statewide network project, a special local network project, and a telecommunications project for continuing education.

o Gregory Dennis, (202) 219-1919

Jacob K. Javits Gifted and Talented Students Education Grant Program

The Javits Program provides demonstration grants for personnel training and other activities to build a nationwide capability meet the special educational needs of gifted and talented students in elementary and secondary schools; to encourage the development of rich and challenging curricula for all students; and to supplement and make more effective the expenditure of state and local funds on gifted and talented education. This is accomplished through grants to schools, school districts, states, and other agencies. Applications are available through state and local education agencies.

o Carolyn Warren, (202) 219-2206

Jacob K. Javits Gifted and Talented Students Education Research Center

The National Research Center on the Gifted and Talented conducts research on methods of identifying and teaching gifted and talented students, and undertakes program evaluation, surveys, and the collection, analysis, and development of information about gifted and talented programs. The program focuses on student who may not be identified through traditional assessment methods, including economically disadvantaged individuals, those with limited English proficiency and individuals with disabilities.

o Beverly Coleman, (202) 219-2280

Dwight D. Eisenhower Professional Development Federal Activities

The Eisenhower Federal Activities Program supports projects of national significance that will contribute to the development and implementation of high-quality professional development activities in the core academic subjects.

o Carolyn Warren, (202) 219-2206

Fund for the Improvement of Education

The Fund for the Improvement of Education provides support for nationally significant programs to improve the quality of education, assist all students in meeting challenging state content standards, and contribute to the achievement of the National Education Goals. A wide variety of specific activities may be funded under this program.

- Stephen O'Brien, (202) 219-2141

Office of Bilingual Education and Minority Languages Affairs

Field-Initiated Research

Makes funding available to carry out field-initiated research conducted by current or recent recipients of Title VII grants. This research may provide for longitudinal studies of students or teachers in bilingual education, monitoring the education of the students from entry in bilingual education through secondary school completion.

- Cecile Kreins (202)205-5568

Academic Excellence Awards

Provides financial assistance for the dissemination of programs of bilingual education or special alternative instruction and professional development programs that demonstrate promise in assisting children and youth of limited English proficiency to meet challenging State standards.

- Mary T. Mahony (202)205-8728

Training for All Teachers Program

Makes grants to provide for the incorporation of courses and curricula on appropriate and effective instructional and assessment methodologies, strategies and resources specific to limited English proficient students into preservice and inservice professional development programs for teachers, pupil personnel services, administrators, and other educational personnel in order to prepare individuals to provide effective services to limited English proficient students.

- Cindy Ryan (202)205-8842

National Professional Development Program

Makes grants to provide for national professional development institutes that assist schools or departments of education in institutions of higher education to improve the quality of professional development programs for personnel serving, preparing to serve, or who may serve, limited English proficient students.

- Cindy Ryan (202)205-8842

Bilingual Education Career Ladder Program

Makes funds available to upgrade the qualifications and skills of noncertified educational personnel to meet high professional standards, including certification and licensure as bilingual education teachers, and other educational personnel who serve limited English proficient students. Makes funds available to help recruit and train secondary school students as bilingual education teachers and other educational personnel to serve limited English proficient students, through collaborative training programs operated by institutions of higher education and local and state educational agencies.

- Cindy Ryan (202)205-8842

Foreign Language Assistance Program

Makes grants to establish, improve or expand foreign language programs for elementary and secondary students.

- Petraine Johnson (202)205-8766
  Ursula Lord (202)205-5709

Elementary School Foreign Language Incentive Program

Makes grants to public elementary schools with foreign language programs leading to communicative competence.

- Petraine Johnson (202)205-8766
  Ursula Lord (202)205-5709

Graduate Fellowships Program

Provides financial assistance to individuals who are pursuing master's, doctoral, or post-doctoral study related to instruction of limited English proficient children and youth in such areas as teacher training, program administration, research and evaluation, and curriculum development. Assistance may also be provided for the support of dissertation research related to such study.

- Joyce Brown (202) 205-9727

Office of Intergovernmental and Interagency Affairs

The Presidential Scholars Program

The U.S. Presidential Scholars Program was established to recognize and honor the nation's most distinguished graduating high school seniors. Winners of the award have demonstrated leadership, scholarship, their contributions to school and community, and accomplishment in the arts, sciences, or other fields. Each year, the White House Commission on Presidential Scholars selects 141 scholars--one young man and one young woman from each state, the District of Columbia, Puerto Rico, and students from U.S. families living abroad; 15 students at large; and 20 scholars who demonstrate exceptional skill in the arts.

- Kim Watkins-Foote, (202) 401-4512

For the Arts Program, write to:

- National Foundation for Advancement in the Arts
  800 Brickell Avenue, Suite 500, Miami, FL 33131

The President's Education Awards Program

The President's Education Awards Program consists of two kinds of awards -- The President's Award for Educational Excellence and the President's Academic Effort Award. The Educational Excellence Award is intended to recognize and reward educational excellence. The Academic Effort Award is intended to recognize all students, including students with special needs, who are making an outstanding effort to learn and improve in their academic subjects. The award is a certificate signed by the President, the Secretary of Education, and the school principal. Schools recommend awardees to the Department of Education.

- Linda Bugg, (202) 401-3644

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Secretary's Regional Representatives and Regional Offices

The Department of Education maintains 10 regional offices throughout the country. These offices represent the Department's programs and interests on a regional basis. The Secretary's Regional Representative (SRR) and staff conduct departmental business on a myriad of issues in their assigned states. At least five Principal Offices have representatives in each regional office. They include: The Office of Postsecondary Education (OPE), the Office of Special Education and Rehabilitative Services (OSERS), the Office for Civil Rights (OCR), the Office of the Inspector General (OIG), and the Office of Management (OM).

Office of Postsecondary Education staff handle questions related to student financial assistance programs. Office of Special Education and Rehabilitative Services staff assist constituents with rehabilitative services. Office for Civil Rights staff respond to questions about and review complaints related to civil rights issues. Office of the Inspector General staff investigate potential violations of law and conduct audits on Department-funded programs. The Office of Management has personnel offices or representatives in each of the regional offices.

Region I Boston (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

	Room	Telephone
Secretary's Regional Representative, Brenda Dann-Messier McCormack PO & Ct Hs, Boston, MA 02109-4557	(540)	(617) 223-9317
Deputy Secretary's Regional Representative, Jan Paschal	(540)	(617) 223-9317
Regional Director for Civil Rights, Thomas J. Hibino	(222)	(617) 223-9667
Deputy Regional Director, J. Michael Burns	(222)	(617) 223-4146
Program Review & Mgmt Supp Staff Director, Carolyn Lazaris	(222)	(617) 223-9683
Civil Rights Attorneys Staff Chief, Thomas A. Mela	(222)	(617) 223-9679
Compliance Division Director, Robert Pierce	(222)	(617) 223-9699
Technical Assistance Staff Director, Louis Meyi (222)	(222)	(617) 223-9687
Regional Inspector General for Investigations, Gary E. Mathison	(512)	(617) 223-9301
Regional Cmsnr for Rehabilitation Services, John Szufnarowski McCormack PO & Ct Hs, Boston, MA 02109-4557	(232)	(617) 223-4085
Rgnl Director (Reg I-III) for Student Financial Aid, David C. Bayer	(502)	(617) 223-9331
Regional Grants Representative, (Vacant)		

Region II **New York City** (New Jersey, New York, Puerto Rico, Virgin Islands)

	Telephone
Secretary's Regional Representative, Maria Santiago Mercado 75 Park Place, New York, NY 10007	(212) 264-7005
Deputy Secretary's Regional Representative, Patricia Herring Parisi	(212) 637-6284
Public Affairs Officer, Vacant	(212) 264-4633
Regional Director for Civil Rights, Helen N. Whitney (A)	(212) 637-6332
Deputy Director for Civil Rights, Vacant	(212) 264-4633
Administrative Officer, Diane Diggs	(212) 264-4633
Chief Civil Rights Attorney, Steven Pereira	(212) 637-6336
Regional Inspector General, Audit, Eugene Tournour (A)	(212) 264-8442
Regional Inspector General, Investigation, Vacant	(212) 264-4104
Regional Commissioner for Rehabilitation Services, Gennaro Iodice (A)	(212) 637-6454
Personnel Management Specialist, John Riso	(212) 637-6286
Institutional Review Branch Chief, Robert McKiernan	(212) 637-6414
Guaranteed Student Loan Branch Chief, Ann Marie Cimino	(212) 264-8143
Regional Grants Representative, Earl Williams	(212) 637-6398
Direct Loans, Barbara Heisler Williams	(212) 264-8012

Region III Philadelphia (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

	Room	Telephone
Secretary's Regional Representative, W. Wilson Goode 3535 Market Street, Philadelphia, PA 19104-3398	(16350)	(215) 596-1001
Deputy Secretary's Regional Representative, (Vacant)	(16350)	(215) 596-1001
Administrative Officer/Special Asst, M. Patricia Carey	(16350)	(215) 596-1001
Regional Director for Civil Rights, Robert A. Smallwood	(6300)	(215) 596-6787
Deputy Regional Director, Brenda Wolff	(6300)	(215) 596-6772
Program Review & Mgmt Support Staff Director, John S. Bilinski	(6300)	(215) 596-6795
Civil Rights Attorneys Staff Chief, Lee A. Nell	(6300)	(215) 596-6175
Regional Inspector General, Audit, Hugh M. Monaghan	(16280)	(215) 596-0262
Regional Inspector General, Investigation, Steven J. Gelfand	(16280)	(215) 596-1021
Regional Commissioner for Rehabilitation Services, Ralph N. Pacinelli	(16120)	(215) 596-0317
Assistant Regional Commissioner, Jeffrey M. Mitchell	(16120)	(215) 596-0318
Personnel Management Specialist, John Fidrych	(16300)	(215) 596-6459
Acting Regional Director, Patricia Trubia	(16200)	(215) 596-1018
Regional Grants Representative, (Vacant)	(16200)	(215) 596-0804

Region IV Atlanta (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

	Room	Telephone
Secretary's Regional Representative, Stan Williams 101 Marietta Tower, Atlanta, GA 30301	(2221)	(404) 331-2502
Deputy Secretary's Regional Representative, Judith W. Harwood	(2221)	(404) 331-2502
Staff Assistant, Frances Hyatt	(2221)	(404) 331-0550
Regional Director for Civil Rights, Archie B. Meyer, Sr.	(2000)	(404) 331-2954
Special Assistant to the Regional Civil Rights Director, Rosaura Elzey	(2000)	(404) 331-7802
Civil Rights Attorneys Staff Chief, Barbara Shannon	(2000)	(404) 331-4250
Program Manager of Compliance Division, No. 1 Arinita Ballard	(2000)	(404) 331-7943
Program Manager of Compliance Division, No. 2 Raul Gamez	(2000)	(404) 331-7822
Regional Inspector General for Audit, Carol Lynch	(2100)	(404) 331-0374
Regional Inspector General for Investigation, Grant Purdy	(2201)	(404) 331-4167
Regional Commissioner for Rehabilitation Services, (Vacant)	(2210)	(404) 331-2352
Regional Personnel Officer, Benny Hyatt	(2219)	(404) 331-0495
Institutional Review Branch Chief, Judith G. Brantley	(2203)	(404) 331-0556
Guaranteed Student Loan Branch Chief, (Vacant)	(2217)	(404) 331-0526
Regional Administrator for Atlanta Service Center, Joseph Burney	(2100)	(404) 331-2501
Contract Services Branch Chief, Freda Heppner	(2100)	(404) 331-3685
Regional Representative for Higher Ed. Programs, Carolyn Proctor-Kelley	(2100)	(404) 331-1049

Region V Chicago (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

	Room	Telephone
Secretary's Regional Representative, Stephanie Jones 401 South State Street, Chicago, IL 60605-1225	(700A)	(312) 353-5215
Regional Director for Civil Rights, Linda A. McGovern	(700C)	(312) 886-3456
Program Review & Management Support Director, John Goodemote	(700C)	(312) 353-2591
Civil Rights Attorneys Staff Chief, John Fry	(700C)	(312) 353-5915
Office of Civil Rights Project Director Team 1 Karen Vierneisel	(700C)	(312) 353-2480
Elementary & Secondary Ed Division (Cleveland) Director, Harry Orris Plaza 9 Bldg, 55 Erie View Plaza, Cleveland, OH 44114	(Rm 300)	(216) 522-4970
Team Leader For Team 2, Mary F. O'Shea	(700C)	(312) 353-3865
Regional Inspector General for Audit, Robert G. Seabrooks	(700G)	(312) 886-6503
Regional Inspector General for Investigation, Rex Livengood	(700G)	(312) 353-7891
Regional Commissioner for Rehab Services Administration, Terry Conour	(700E)	(312) 886-5372
Regional Personnel Officer, James G. Riley	(700A)	(312) 353-1744
Regional Director for Chicago Collection Center, Diane Spadoni	(700F)	(312) 353-6874
Regional Grants Representative, Clark Chipman	(700D)	(312) 353-1743

Region VI Dallas (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

	Room	Telephone
Secretary's Regional Representative, Sally H. Cain 1200 Main Tower Building, Dallas, TX 75202-4309	(2125)	(214) 767-3626
Deputy Secretary's Regional Representative, Trini Garza	(2125)	(214) 767-3626
Administrative Officer, Dura C. Wilson	(2125)	(214) 767-3626
Regional Director for Civil Rights, Taylor D. August	(2260)	(214) 767-3959
Operations Officer, Charlene F. Furr	(2250)	(214) 767-3936
Chief Civil Rights Attorney, Joan Sessoms-Ford	(2260)	(214) 767-3017
Special Projects Team Leader, Hamah R. King	(2200)	(214) 767-4500
Team Member, George Cole	(2210)	(214) 767-4008
Compliance Division III Director, Sandra Stephens	(2200)	(214) 767-9071
Regional Inspector General for Audit, Dale G. Purifoy	(2130)	(214) 767-3826
Regional Inspector General for Investigation, Fred I. Kinney	(2130)	(214) 767-3361
Regional Commissioner for Rehabilitation Services, Loerance Deaver	(2225)	(214) 767-2961
Personnel Management Specialist, David Graff	(2125)	(214) 767-3652
Regional Director (Reg IV-VII) for Student Financial Assistance, Samuel Booker	(2150)	(214) 767-3811
Deputy Regional Director, Lyndon Lee	(2150)	(214) 767-3811
Institutional Review Branch Chief, No 1., Charles Johnson	(2150)	(214) 767-3811
Institutional Review Branch Chief, No 2., Carl Hammack	(2150)	(214) 767-3811
Guaranteed Student Loan Branch Chief, Lindon Lee	(2150)	(214) 767-3811
Regional Grants Representative, Matthew Taylor	(2150)	(214) 767-3811

Region VII Kansas City (Iowa, Kansas, Missouri, Nebraska)

	Room	Telephone
Secretary's Regional Representative, Sandra Walker 10220 N. Executive Hills Blvd, Kansas City, MO 64153-1367	(720)	(816) 891-7972
Regional Director for Civil Rights, (James M. Littlejohn)	(8th Fl)	(816) 891-8026
Adminstrative Officer, Mae Miller-Bozeman	(8th Fl)	(816) 891-8026
Civil Rights Attorneys Staff Chief, David S. Alleyne	(8th Fl)	(816) 891-8026
Associate Regional Director, John E. Nigro	(8th Fl)	(816) 891-8026
Associate Regional Director, Michael B. Hamilton	(8th Fl)	(816) 891-8026
Associate Regional Director, Steven D. Stratton	(8th Fl)	(816) 891-8026
Regional Inspector General for Audit, William T. Allen	(2nd Fl)	(816) 891-7981
Regional Inspector General for Investigation, in Denver Thomas D. Strong (1244 Speer Building, Suite 210, Denver, CO 80204)	(210)	(303) 844-4517
Regional Office Team Leader, Douglas Burleigh	(5th Fl)	(816) 891-8015
Personnel Management Specialist, Barbara Mullen	(9th Fl)	(816) 891-9384
Chief of Branch 1, Steven Dorssom	(9th Fl)	(816) 891-8055
Chief of Branch 2, William Hudson	(9th Fl)	(816) 891-8055
Regional Grants Representative, (Vacant)	(9th Fl)	(816) 891-7961

Region VIII Denver (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

	Room	Telephone
Secretary's Regional Representative, Lynn O. Simons Federal Building, 1244 Speer Blvd, Ste 310, Denver, CO 80204-3582	(310)	(303) 844-3544
Regional Director for Civil Rights, Lillian Gutierrez	(312)	(303) 844-5695
Deputy Regional Director for Civil Rights, Lillian Gutierrez	(312)	(303) 844-5695
Program Review & Management Support Staff Director, Luther Cromwell	(309)	(303) 844-4957
Chief Civil Rights Attorney, David Dunbar	(300)	(303) 844-5313
Compliance Enforcement Div I Dir, Nancy Haberkorn	(300)	(303) 844-2991
Compliance Enforcement Div II Dir, Ramon Villarreal	(300)	(303) 844-3723
Regional Cmsnr for Rehabilitation Services, (Mayta Bird)	(202)	(303) 844-2135
Regional Inspector General for Audit, Mark Glidden	(212)	(303) 844-2385
Regional Inspector General for Investigation, Thomas D. Strong	(214)	(303) 844-4517
Personnel Managment Specialist, Mary Kelly	(353)	(303) 844-3864
Institutional Review Branch Chief, Harry Shriver	(322)	(303) 844-3677

Region IX San Francisco (Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territory of the Pacific Islands)

	Room	Telephone
Secretary's Regional Representative, Loni Hancock 50 United Nations Plaza, San Francisco, CA 94102-4987	(205)	(415) 556-4920
Dep Secretary's Regional Rep, Suzanne G. Ramos	(205)	(415) 556-4920
Regional Director for Civil Rights (CA Only), John E. Palomino	(239)	(415) 556-7000
Deputy Regional Director for Civil Rights, (Vacant)	(239)	(415) 556-7000
Compliance Division I Director, Charles R. Love, Jr	(239)	(415) 556-7000
Compliance Division II Director, C. Mack Hall	(239)	(415) 556-7035
Regional Inspector General for Audit (Western Area) Sefton Boyars	(105)	(415) 556-2711
Regional Inspector General for Investigations (Western Area) Robert Gonzalez	(117)	(415) 556-6726
Regional Commissioner for Rehabilitation Services, Gilbert Williams	(215)	(415) 556-7333
Regional Personnel Officer, Sharon L. Wysinger	(207)	(415) 556-9356
Regional Director for Student Financial Assistance Jane Bryson	(268)	(415) 556-8382
Regional Director for San Francisco Collection Center, Daniel E. Oppermann	(250)	(415) 556-7918
Deputy Regional Director, Ronald Robinson	(250)	(415) 556-2386
Accounts Resolution Branch Chief, Gary W. Rosier	(208)	(415) 556-5805
Contract Services Branch Chief, Robert Jahnke	(204)	(415) 556-0187
Research & Support Branch Chief, Ronald Robinson	(248)	(415) 556-8131
Regional Grants Representative, William Garrison	(230)	(415) 556-0410

Region X Seattle (Alaska, Idaho, Oregon, Washington)

	Room	Telephone
Secretary's Regional Representative, Carla Nuxoll 915 Second Avenue, Seattle, WA 98174-1099	(3362)	(206) 220-7800
Regional Director for Civil Rights, Gary Jackson	(3310)	(206) 220-7880
Deputy Regional Director, Randall Jone	(3310)	(206) 220-7886
Compliance Division Director, Felix Sandoval	(3310)	(206) 220-7920
Audit Manager, OIG, James Okura	(3392)	(206) 220-7860
Senior Agent, Investigations, OIG, Jack Rye	(3392)	(206) 220-7876
Regional Commissioner for Rehabilitation Services, Richard Corbridge	(2848)	(206) 220-7840
Personnel Managment Specialist, Ike Gilbert	(3366)	(206) 220-7813

Services and Resources

The services described in this section are administered by the U.S. Department of Education to advance research, information, and communication about education issues. Some are directly accessible to teachers; others are mainly directed at local and state education agencies, and can be accessed through district officials. The following program descriptions highlight services that might be useful to teachers.

Toll-Free Information Phone Numbers

1-800-USA-LEARN Telephone Bank
The Information Resource Center (IRC) is the public service component of the GOALS 2000 project. The IRC provides referrals, answers questions on GOALS 2000 and other Department of Education initiatives, and can send you information and publications on an array of education issues. The IRC coordinates with the GOALS 2000 Community Services staff in assisting communities and identifying potential GOALS 2000 communities. The IRC provides information about Department publications and upcoming events, including the monthly Satellite Town Meeting.

Departmental Locator
The Department's Personnel Locator, which serves as the telephone and office directory, can be reached at **1-800-572-5580**, or **(202) 708-5366** within the Washington, DC metropolitan area.

OERI Information Office (National Library of Education)
The Office of Educational Research and Improvement maintains a toll-free telephone line staffed by trained information specialists who field more than 40,000 requests a year for information and publications. Teachers can call this number for information about education statistics, education research information, and publications published by OERI. The number is **1-800-424-1616**, or **(202) 219-1513** within the Washington, DC metropolitan area.

ACCESS ERIC
OERI's Educational Resources Information Center (ERIC) is a national information network of Clearinghouses. ERIC has the world's largest education data base, which contains more than 775,000 citations to documents and journal articles. The data base and ERIC document collections are housed in about 3,000 locations worldwide. To find out more about the data base, learn about new materials, receive referrals to other agencies, or find out more about ERIC, call ACCESS ERIC, at **1-800-LET-ERIC**.

Financial Aid Information
The Department of Education provides information about how to apply for student financial aid, as well as about the current status of any given student's financial aid package, through a toll-free number, **1-800-433-3243**.

Office for Civil Rights
The Office for Civil Rights collects all of its civil rights policy documents in a *Policy Codification System* (PCS). To ensure the broadest possible dissemination of PCS documents, OCR has a toll-free Policy Information Line that the public may call to request a copy of any OCR policy document. The telephone number is **1-800-421-3481**. To report suspected civil rights violations, call Wayne Walker at **(202) 205-5413**.

Office of the Inspector General
The Office of the Inspector General provides a hotline for individuals to call to report instances of fraud, waste, or abuse involving Department of Education funds or programs. Anyone having such knowledge should call **1-800-MIS-USED**. All callers can be assured of absolute confidentiality.

Schools Without Drugs
Various drug abuse prevention materials, including *The Parent's Guide to Drug Prevention,* (Growing Up Drug Free), and *Schools Without Drugs* can be obtained by calling **1-800-624-0100**. In DC, the number is **(202)732-3627**.

National Library of Education

The National Library of Education is the largest federally funded library in the world devoted solely to education. The collection includes more than 200,000 books and about 750 periodical subscriptions, as well as studies, reports, Education Resources Information Center (ERIC) microfiche, and CD-ROM databases.

Collections

The National Library of Education maintains a number of collections, including a **circulating collection** of books on education, management, and related social sciences published since 1965. The collection includes a **reference collection** of current dictionaries, encyclopedias, handbooks, directories, abstracts, indexes, and legal and other research sources available in both print and CD-ROM. The Library maintains **current and historical collections of education-related journals and newsletters** and an historical collection of state education journals. The **microform collection** includes more than 450,000 items, including major newspapers, the *Federal Register*, the *Congressional Record*, and the complete microfiche collection of the ERIC system that includes thousands of reports on education topics. In addition, the library maintains a number of special collections. These collections include rare books, historical books, textbooks, U.S. Department of Education publications, archival materials, and children's books.

Services

The National Library of Education provides the following services: CD-ROM catalog including author, title, and subject access to the library's collections; reference and research assistance including a 1-800 user service; interlibrary loan; group and individual orientation seminars to the library's services and collections; referrals to appropriate organizations, agencies, libraries, associations, and individuals as additional sources of information; self-service photocopier and microform reader printers; and individual study rooms. The Library brings together INET (ED/OERI's Internet site and services); the Data Product Sales Program; and the Technology Resources Center. It also works in partnership with the Educational Resources Information Center (ERIC), a program with ready access to education information nationwide.

Address/Telephone/Internet:
U.S. Department of Education
National Library of Education
555 New Jersey Avenue NW
Washington, DC 20208-5721

Library Administration, (202) 219-2289
Reference, (202) 219-1692
Technology Resource Center (202) 219-1699
Technical Services, (202) 219-1883
Legislative Reference Service (202) 401-1045
Data Tape Sales, (202) 219-1522
Internet: Library@inet.ed.gov
Collection Development, (202) 219-1883
Outside Washington Area, 1-800-424-1616
FAX, (202) 219-1696
Circulation, (202) 219-2238
Interlibrary Loan, (202) 219-2238
ACCESS ERIC, 1-800-LET-ERIC

Regional Educational Laboratories

The Office of Educational Research and Improvement (OERI) funds ten regional educational laboratories which work to help educators and policy makers solve education problems in their states and districts. The labs research education issues, print publications, and provide training programs to teachers and administrators. Each lab puts out a catalog of its publications, covering a wide range of topics such as teaching strategies, school improvement, and parental involvement. Catalogs and publications are available to anyone, regardless of region, and can be requested directly from the labs; other services (training programs, etc.) are region-specific, and must be accessed through district education officials. **(Laboratory contracts will be recompeted in fiscal year 1995. The Department will award new contracts in November 1995.)**

Appalachia Educational Laboratory, Inc. (AEL)
(KY, TN, VA, and WV)
1031 Quarrier Street, PO Box 1348, Charleston, WV 25325
Pam Lutz, Communicator, (800) 624-9120

Far West Laboratory for Educational Research and Development (FWL)
(AZ, CA, NV, and UT)
730 Harrison Street, San Francisco, CA 94107-1242
Jim Johnson, Communicator, (415) 565-3000

Mid-Continent Regional Educational Laboratory (MCREL)
(CO, KS, NB, MO, WY, ND, and SD)
2550 South Parker Road, Suite 500, Aurora, CO 80014
(in Kansas City), Sandy Berger, Communicator, 3100 Broadway,
Suite 209, Kansas City, MO 64111-2413. (816) 756-2401

North Central Regional Educational Laboratory (NCREL)
(MN, WI, IA, IL, MI, IN, and OH)
1900 Spring Road, Suite 300, Oak Brook, IL 60521
Marianne Kroeger, Communicator, (708) 571-4700

Northwest Regional Educational Laboratory (NWREL)
(AK, ID, OR, MT, and WA)
101 S.W. Main Street, Suite 500, Portland, OR 97204-3212
Jerry Kirkpatrick, Communicator, (800) 547-6339

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Pacific Region Educational Laboratory (PREL)
(HI, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, and Republic of Palau)
828 Fort 4th Street, Suite 500, Honolulu, HI 96813
Mary Lou Hatta Foley, Director of Communication and Development, (808) 533-6000

Regional Laboratory for Educational Improvement of the Northeast and Islands (RLEINI)
(CT, ME, MS, NH, NY, RI, VT, Puerto Rico, and the Virgin Islands)
300 Brickstone Square, Suite 950, Andover, MA 01810
Janet Angelis, Communicator, (800) 347-4200

Research for Better Schools, Inc. (RBS)
(DE, MD, NJ, PA, and DC)
444 North Third Street, Philadelphia, PA 19123-4107
Stephen Bouikidis, Communicator, (215) 574-9300

SouthEastern Regional Vision for Education (SERVE)
(AL, FL, GA, MS, NC, and SC)
345 South Magnolia Drive, Suite D-23, Tallanassee, FL 32301-2950
Charles Ahearn, Communicator, (800) 352-6001

Southwest Educational Development Laboratory (SEDL)
(AR, LA, NM, OK, and TX)
211 East Seventh Street, Austin, TX 78701
David Wilson, Communicator, (512) 476-6861

Eisenhower Regional Mathematics and Science Education Consortia

OERI funds ten Eisenhower Regional Mathematics and Science Education Consortia, which assist educators and policy makers in the improvement of mathematics and science education. Nine awards for these consortia were made to regional educational laboratories listed above. The other award was made to a non-laboratory organization, but the tenth regional laboratory acts as a partner in that consortium. The National Clearinghouse for Mathematics and Science Education and the affiliations, by acronym, of the regional consortia are listed below. **(These grants are being recompeted for fiscal year 1995. The Department will make new awards in September 1995.)**

- Eisenhower Math/Science Consortium (at AEL), Pam Buckley, director, (304) 347-0400
- Far West Regional Consortium (at FWL), Art Sussman, director, (415) 241-2730
- High Plains Consortium for Mathematics and Science (at MCREL), John Sutton, director, (303) 337-0990
- Midwest Consortium for Mathematics and Science (at NCREL), Gil Valdez, director, (708) 571-4700, ext. 1270.
- Northwest Consortium for Mathematics and Science Teaching (at NWREL), Rob Larson, director, (503) 275-9594
- Pacific Region Mathematics/Science Consortium (at PREL), Rita Inos, director, (808) 532-1900
- Mid-Atlantic Regional Consortium for Mathematics and Science Education (at RBS), Keith Kershner, director, (215) 574-9300
- Southwest Consortium for the Improvement of Mathematics and Science Teaching (at SEDL), Wes Hoover, director, (512) 476-6861
- Regional Alliance for Mathematics and Science Education Reform, College Board/NE-I Region (in partnership with the regional Laboratory for Educational Improvement of the Northeast and Islands):

Bob McLaughlin, codirector
235 Main Street
Monpelier, VT 05602
(802) 223-0463

Eileen Ferranze, codirector
300 Brickstone Square, Suite 900
Andover, MA 01810
(508) 470-0098

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Chapter 1 Technical Assistance Centers

The Chapter 1 Technical Assistance Centers (TACs) and Rural Technical Assistance Centers (RTACs), funded by Compensatory Education Programs in the Department's Office of Elementary and Secondary Education (OESE), provide assistance to state education agencies and local education agencies in evaluating and improving their Chapter 1 programs. Assistance is provided through on-site consultations and workshops as well as through regional meetings, phone calls, and correspondence. Topics covered include instructional strategies, needs assessment, evaluation improvement, curriculum and instruction integration, parental involvement, and more. Three of the centers have focus specialties alongside their general responsibilities.

Like the regional labs, TACs and RTACs can send materials to teachers directly, but can process requests for on-site assistance only through school district offices.

TECHNICAL ASSISTANCE CENTERS

Region A

(ME, NH, VT, RI, CT, MA, NY, NJ, and Puerto Rico)

Allen Schenck
RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801
(603) 422-8888 or (800) 258-0802
or (800) 244-7175 (NH Residents only)
FAX (603) 436-9166

Region B

(PA, WV, DE, MD, DC, KY, IN, OH, and MI)

Linda Parker
PRC, Inc.
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160 or (800) 456-2380
FAX (317) 244-7386

Region C

(VA, NC, SC, TN, MS, AL, GA, and FL)

Trudy Hensley
Educational Testing Service
Lakeside Centre
1979 Lakeside Parkway, Suite 400
Tucker, GA 30084
(404) 934-0133 or 800-241-3865
FAX (404) 723-7436

Region D

(ND, SD, MN, WI, NE, IA, IL, and MO)

Judy Pfannenstiel
Research & Training Associates, Inc.
9209 West 110 Street
Overland Park, KS 66210
(800) 922-9031 or (913) 451-8117
FAX (913) 451-8190

Region E

(AR, LA, KS, OK, TX, CO, UT, AZ, and NM)

Shelley Billig
RMC Research Corporation
Writer Square, Suite 540
1512 Larimer Street
Denver, CO 80202
(303) 825-3636 or (800) 922-3636
FAX (303) 825-1626

Region F

(AK, HI, WA, OR, ID, MT, WY, NV, and CA)

Gary Estes
Far West Laboratory
730 Harrison Street
San Francisco, CA 94107
(415) 565-3000
FAX (415) 565-3012

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CHAPTER 1 RURAL TECHNICAL ASSISTANCE CENTERS

Region 1

(ME, NH, VT, RI, CT, MA, NY, NJ)

Colleen Orsburn
RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801
(603) 422-8888 or (800) 258-0802
or (800) 244-7175 (NH only)
FAX (603) 436-9166

Region 2

(PA, WV, DE, MD, DC, KY, IN, OH, and MI)

Duane Richards (acting)
PRC, Inc.
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160 or (800) 456-2380
FAX (317) 244-7386

Region 3

(VA, NC, SC, TN, MS, AL, GA, and FL)

Trudy Hensley
Educational Testing Service
Lakeside Centre
1979 Lakeside Parkway, Suite 400
Tucker, GA 30084
(404) 934-0133 or (800) 241-3865
FAX (404) 723-7436

Region 4

(ND, SD, MN, WY, NE, IA, IL, and MO)

Dianne Seltzer
Research & Training Associates, Inc.
34 Corporate Woods
10950 Grandview, Suite 300
Overland Park, KS 66210
(913) 451-8117 or (800) 638-7857
FAX (913) 451-8190

Region 5

(AR, LA, KS, OK, TX, CO, UT,
AZ, and NM)

Mary Taylor
RMC Research Corporation
1512 Larimer Street, Suite 540
Denver, CO 80202
(303) 825-3636 or (800) 922-3636
FAX (303) 825-1626

Region 6

(WA, OR, ID, MT, WY, NV, and CA)

Andy Sommer
RMC Research Corporation
522 S.W. Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
FAX (503) 223-8399

Region 7

(AK)

Rita Hale
RMC Research Corporation
522 S.W. Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
FAX (503) 223-8399

Region 8

(HI)

Marlyn Willardson
RMC Research Corporation
522 S.W. Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
FAX (503) 223-8399

Region 9

(Puerto Rico)

Carmen Miranda
PRC, Inc.
#723 Bulgaria Street
Puerto Nuevo, Puerto Rico 00920
(809) 781-3564 or (809) 783-2744
FAX (809) 782-6171

Region 10

(Bureau of Indian Affairs Schools)

Sondra S. Cooney
Research & Training Associates, Inc.
34 Corporate Woods, Suite 300
10950 Grandview
Overland Park, KS 66210
(913) 451-8117 or (800) 638-7859
FAX (913) 451-8190

National Diffusion Network Program

The National Diffusion Network, funded by OERI, is a nationwide program that helps teachers implement successful programs and practices in their schools and classrooms. Each program has proved its effectiveness to a panel of experts before the program is available for local use. There is a facilitator in each state to help school districts match NDN programs to local needs. Teachers should contact their local school districts and state facilitators for more information.

ALABAMA

Jacqueline Autrey
Alabama Facilitator Project
Division of Student Instructional Services
Gordon Persons Building
Room 3345
50 North Ripley
Montgomery, AL 36104-3833
(334) 242-8154

ALASKA

Sandra Berry
Alaska State Facilitator
Alaska State Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99801-1894
(907) 465-8723

ARIZONA

L. Leon Webb
Arizona State Facilitator
Education Diffusion Systems, Inc.
161 East First Street
Mesa, AZ 85201
(602) 969-4880

ARKANSAS

Jo Cheek
State Facilitator
Arkansas Department of Education
Office of the Director
#4 Capitol Mall/Room 403B
Little Rock, AR 72201-1071
(501) 682-4568

CALIFORNIA

Lisa Holladay
California State Facilitator
Association of California
School Administrators
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-4300

COLORADO

Charles D. Beck, Jr.
The Education Diffusion Group
3607 Martin Luther King Boulevard
Denver, CO 80205
(303) 322-9323/7/8

CONNECTICUT

Jonathan P. Costa
Connecticut Facilitator
RESCUE Education Service Center
P.O. Box 909
355 Goshen Road
Litchfield, CT 06759-0909
(860) 567-0863

DELAWARE

Linda Y. Welsh
State Facilitator Project
Department of Public Instruction
John G. Townsend Building
Lockerman and Federal Streets
Dover, DE 19903
(302) 739-4670

DISTRICT OF COLUMBIA

Susan C. Williams
District Facilitator Project
Rabaut Administrative Unit
North Dakota and Kansas Avenues NW
Washington, DC 20011
(202) 282-0056

FLORIDA

Angel Stanford
Florida State Facilitator
Florida Department of Education
424 FEC
325 West Gaines Street
Tallahassee, FL 32399-0400
(904) 487-1078

GEORGIA

Frances Hensley
Georgia Facilitator Center
607 Aderhold Hall, UGA
Carlton Street
Athens, GA 30602-7145
(706) 542-4038

HAWAII

Mona Vierra
State Facilitator
Office of Information and
Telecommunication Services
P.O. Box 2360
Honolulu, HI 96816
(808) 733-4817

IDAHO

Lianne Yamamoto
State Facilitator
Idaho State Department of Education
P.O. Box 83720
650 West State
Boise, ID 83720-0027
(208) 334-5131

ILLINOIS

Nancy Waldorp
Project Director
Statewide Facilitator Project
1105 East Fifth Street
Metropolis, IL 62960
(618) 524-2664

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INDIANA

C. Lynwood Erb
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Indiana Facilitator Center
Education Resource Brokers, Inc.
2635 Yeager Road
Suite D
West Lafayette, IN 47906
(317) 497-3269

IOWA

June Harris
State Facilitator
Iowa Department of Education
Bureau of Planning, Research,
and Evaluation
Grimes Building
East 14th Street & Grand Avenue
Des Moines, IA 50319-0146
(515) 281-3111

KANSAS

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Kansas State Facilitator Project Director,
KEDDS/Link
Instructional Support Center
201 North Water
Wichita, KS 67202-3720
(316) 833-4126

KENTUCKY

Janet Stevens
Kentucky State Facilitator
Kentucky Department of Education
1722 Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601
(502) 564-2672

LOUISIANA

Brenda Argo
Facilitator Project Director
State Department of Education
ESEA Title II Bureau Office
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3375

MAINE

Sue Card
Elaine Roberts
Center for Educational Services
P.O. Box 620
Auburn ME 04212-0620
(207) 783-0833

MARYLAND

Raymond H. Hartjen
Educational Alternatives, Inc.
P.O. Box 265
Harwood Lane
Port Tobacco, MD 20677
(301) 934-2992

MASSACHUSETTS

Nancy Love
THE NETWORK
300 Brickstone Square
Suite 900
Andover, MA 01810
(508) 470-1080
1-800-877-5400

MICHIGAN

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Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-1807

MINNESOTA

Diane Lassman and
Barbara Knapp
State Facilitator Office
THE EXCHANGE AT CAREI
116 U Press Building
2037 University Avenue, SE
University of Minnesota
Minneapolis, MN 55414-3097
(612) 624-0584

MISSISSIPPI

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Mississippi Facilitator Project
State Department of Education
P.O. Box 771, Suite 1604
550 High Street
Jackson, MS 39205-0771
(601) 359-2795

MISSOURI

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Missouri Facilitator Project
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555 Vandiver
Columbia, MO 65202
(314) 886-2165

MONTANA

Patricia B. Johnson
State Facilitator Project
Montana Office of Public Instruction
State Capitol, Room 106
1300 11th Avenue
Helena, MT 59620
(406) 444-2736

NEBRASKA

Elizabeth Alfred
Facilitator Project Director
Nebraska Department of Education
301 Centennial Mall, South
P.O. Box 94987
Lincoln, NE 68509
(402) 471-3440 or 471-2452

NEVADA

Roy Casey
State Facilitator
Nevada Department of Education
Capitol Complex
700 East 5th Street
Carson City, NV 89710
(702) 687-3187

NEW HAMPSHIRE

Jared Shady
New Hampshire Facilitator Center
80 South Main Street
Concord, NH 03301
(603) 224-9461

NEW JERSEY

Theodore Gourley or
Elizabeth Ann Pagan
Education Information and
Resource Center
New Jersey State Facilitator Project
606 Delsea Drive
Sewell, NJ 08080-9199
(609) 582-7000

NEW MEXICO

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Department of Educational Foundations
University of New Mexico
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Albuquerque, NM 87131
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R979 EBA
Washington Avenue
Albany, NY 12234
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NORTH CAROLINA

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Division of Development Services
North Carolina Department of
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NORTH DAKOTA

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Department of Independent Study
North Dakota State University
Box 5036 State University Station
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OHIO

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Ohio Facilitation Center
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Professional Development
65 South Front Street, Room 409
Columbus, OH 43215-4183
(614) 728-2373

OKLAHOMA

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Oklahoma Facilitator Center
123 East Broadway
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OREGON

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PENNSYLVANIA

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Norristown, PA 19403
(610) 630-7905

RHODE ISLAND

Faith Fogle
Rhode Island State Facilitator Center
Rhode Island Department of Education
Roger Williams Building
22 Hays Street
Providence, RI 02908
(401) 277-4600 (ext. 2133)

SOUTH CAROLINA

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1429 Senate Street, Room 1114
Columbia, SC 29201
(803) 734-8446

SOUTH DAKOTA

Peggy Blair
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South Dakota Curriculum Center
435 South Chapelle
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TENNESSEE

Ernest L. Bentley, Jr.
Tennessee State Facilitator
Tennessee Association for School
Supervision and Administration
330 10th Avenue, North, Suite C
Nashville, TN 37203-3436
(615) 963-7211

TEXAS

Judy Bramlett
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Education Service Center
Region 6
3332 Montgomery Road
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(409) 295-9161

UTAH

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State Facilitator Project
Utah State Office of Education
250 East 500 South
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VERMONT

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Burlington, VT 05401
(802) 658-7429

VIRGINIA

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The Education Network of Virginia
3421 Surrey Lane
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WASHINGTON

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Educational Service District 101
East 4022 Broadway
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WEST VIRGINIA

Cornelia Colbert
West Virginia State Facilitator
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WISCONSIN

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State Facilitator
Department of Public Instruction
125 South Webster
P.O. Box 7841
Madison, WI 53703-7841
(608) 267-9179

WYOMING

Nancy Leinus
State Facilitator
Wyoming Innovation Network System
State Department of Education
Hathaway Building - Room 269
2300 Capitol Avenue
Cheyenne, WY 82002-0050
(307) 777-6226

PUERTO RICO

Maria del Pilar Charneco
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(809) 764-0820

AMERICAN SAMOA

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NDN Facilitator
P.O. Box 1132
Pago Pago, AS 96799
(011)(684) 633 1246

GUAM

Margaret Camacho
NDN Facilitator
Federal Program Office
Guam Department of Education
P.O. Box DE
Agana, Guam 96910
(011)(671) 472-8524 or
5004 or 8901 Extension 321

NORTHERN MARIANA ISLANDS

Jean Olopai
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CNMI Public School System
P.O. Box 1370
Saipan, MP 96950
(011)(670) 322-9311

VIRGIN ISLANDS

Juliet Garee
State Facilitator
Department of Education
Office of the Commissioner
44-46 Kongens Gade
Charlotte Amalie
St. Thomas, VI 00302
774-0100 X 225

PRIVATE SCHOOL FACILITATOR

Francis X. Delany
Private School Facilitator
Council of American Private Education
1726 M Street NW, Suite 703
Washington, DC 20036
(202) 659-0016

The Drug-Free Schools and Communities Regional Centers Program

The Regional Centers Program is funded by the Office of Elementary and Secondary Education of the U.S. Department of Education to help schools and communities eliminate the use of alcohol and drugs by young people. The staff at each center addresses the problems of alcohol and drug use by:

- o training school teams to assess the drug and alcohol problems in their schools and develop long-term ways of alleviating them;
- o helping state education agencies coordinate and strengthen alcohol and drug abuse prevention policies and programs;
- o assisting local education agencies and institutions of higher education in developing training programs for personnel; and
- o providing information on effective alcohol and drug abuse prevention programs and strategies.

Regional Centers

Northeast Regional Center for Drug-Free Schools and Communities (CT, DE, ME, MD, MA, NH, NJ, NY, OH, PA, RI, VT)
12 Overton Avenue
Sayville, NY 11782
(516) 589-7022
FAX: (516) 589-7894

Southeast Regional Center for Drug-Free Schools and Communities (AL, DC, FL, GA, KY, NC, SC, TN, VA, WV, Puerto Rico, Virgin Islands)
Spencerian Office Plaza
University of Louisville
Louisville, KY 40292
(502) 852-0052
FAX: (502) 852-1782

Midwest Regional Center for Drug-Free Schools and Communities (IN, IL, IA, MI, MN, MO, NE, ND, SD, WI)
1900 Spring Road
Oak Brook, IL 60521
(708) 571-4710
FAX: (708) 571-4718

Southwest Regional Center for Drug-Free Schools and Communities (AZ, AR, CO, KS, LA, MS, NM, OK, TX, UT)
The University of Oklahoma
555 Constitution, Suite 138
Norman, OK 73037
(800) 234-7972
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Western Regional Center for Drug-Free Schools and Communities (AK, CA, HI, ID, MT, NV, OR, WA, WY, American Samoa, Guam, Northern Mariana Islands, Republic of Palau)
101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
(503) 275-9480
FAX: (503) 275-9625

Special Education Programs

Including Exceptions Systems: A System for Educating Students with Dual Sensory Impairments and Other Extreme Disabilities in General Education Settings

The Including Exceptions Systems (IES) project develops inclusion materials and inclusion strategies. This project also provides training for education professionals in inclusive classroom models. Support is provided for education professionals to implement the inclusive procedures, demonstrate the achievement of valued outcomes, and validate a system for educating children with the most extreme dual sensory impairments in general education settings.

- Dianne Ferguson
  1235 University of Oregon
  Specialized Training Program
  University of Oregon
  Eugene, OR 97403-1235
  (503) 346-2491

Preparing Regular Education Personnel to Support Best Practices

The major goal of this project is the provision of information and support to professional educators regarding the implementation of integration of special education students, particularly students with severe disabilities, into regular classroom settings.

- Henry Schroeder
  Indiana University ISDD
  Community Integration Resource Group
  2853 East Tenth Street
  Bloomington, IN 47408
  (812) 855-6508

Catalog of Captioned Educational Materials for Hearing Impaired Individuals

The Catalog of Captioned Educational Materials for Hearing-Impaired Individuals provides captioned education films and videos through a nationwide system of 54 local and regional depositories free of charge to any school or program that is registered for the service and has at least one student with a hearing impairment.

- Don Zinc
  Captioned Films/Videos
  Modern Talking Picture Service, Inc.
  4707 140th Avenue North
  Clearwater, FL 34622
  1-800-237-6213 (Voice/TDD)

Project CHOICES: Changing How We Organize: Inclusion Through Collaboration and Educational Support

Project CHOICES provides in-service training to educators preparing to serve, or currently serving, children and youth with severe disabilities in general education classrooms and in community settings. The training methods include: (a) collaborative teaming; (b) inclusion planning teaming; and, (c) systemic training (improving old skills or incorporating new skills). Following training, this project continues to offer support by providing technical assistance to education professionals implementing the inclusion models in their schools.

- Rick Neal
  Experimental Education Unit
  University of Washington
  Experimental Education Unit WJ-10
  University of Washington
  Seattle, WA 98195
  (206) 543-8565

Integrating Related Services Into Instructional Objectives

This project provides education professionals an opportunity to see a demonstration of a model of in-service training to encourage development of education programs reflecting integration of related services into instructional objectives.

- Bonnie Utley
  University of Pittsburgh
  5K01 Forbes Quadrangle
  Pittsburgh, PA 15260
  (412) 648-1998

Consortium Research Institute on Social Relationships

This consortium institute conducts participatory research involving service providers working with children and youth with disabilities. The goal of the research is to develop natural and environmental strategies for inclusive schools. Developing social portraits is one of the primary activities of the institute at this time. Information about social portraits can be obtained through the institute.

- Luanna Meyer
  School of Education
  150 Huntington Hall
  Syracuse University
  Syracuse, NY 13244-2340
  (315) 443-9651

Training of Educators of Students with Mild Disabilities That Include Auditory and Visual Impairments: AFB Deaf-Blind Project

This project identifies, collects, evaluates, develops, and disseminates self-study and in-service training curricula and materials for educators of children and youth with multiple disabilities. The project develops materials that focus on communication, orientation, and mobility.

- Kathleen Huebner
  American Foundation for the Blind
  1110 Plaza, Suite 300
  New York, NY 10011
  (212) 502-7600

Utah Elementary Integration Dissemination Project

This project provides training and technical assistance to professionals and parents on the development of neighborhood school programs for students with severe disabilities and disseminates to teachers and administrators procedures that have proven effective in supporting the implementation of neighborhood school programs.

- Andrea McDonnell
  University of Utah
  Department of Special Education
  221 MBH
  Salt Lake City, UT 84112
  (801) 581-3318

Teacher Work Groups - A Strategy for Helping Teachers Implement Best Practices

This project uses and evaluates teacher work groups as a novel strategy for lessening the gap between current and better education practices.

- Dianne Ferguson
  1235 University of Oregon
  STP
  Eugene, OR 97403-1235
  (503) 346-2491

National Center to Improve Practice in Special Education Through Technology, Media, and Materials (NCIP)

This national center is a collaborative project of Education Development Center (EDC) and WGBH Educational Foundation in Boston. The Center's mission is to promote more effective use of technology (including assistive technology), media, and materials in providing education and related services to students who have disabilities. The Center is fulfilling this mission by providing "change agents" in school districts with resources such as written materials, multimedia packages, a computer network, and video teleconferences.

The Center would like to hear from teachers who are using technology, media, and materials to serve students with disabilities.

- National Center to Improve Practice (NCIP)
  Education Development Center, Inc.
  320 Nevada Street
  Newton, MA 02160
  (617) 969-5429

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National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE)

The Office of Vocational and Adult Education (OVAE) funds the NNCCVTE, which is made up of six regional curriculum coordination centers (CCCs) and a network of state liaison representatives (SLRs). The SLRs provide educators with curriculum materials from the CCCs, and assist them in developing curriculum and instructional materials. The CCCs serve the states and territories in their regions.

Northeast Curriculum Coordination Center
Quentin Van Buren
Director
New Jersey State Department
of Education
Division of Vocational Education
Aberdeen, NJ 07747
(201) 290-1900

Southeast Curriculum Coordination Center
Ronda Cumming
Director
Mississippi State University
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510

East Central Curriculum Coordination Center
Rebecca S. Woodhull
Director
Illinois Curriculum Center
University of Illinois at Springfield, K-80
Springfield, IL 62794-9243
(217) 786-6375

Midwest Curriculum Coordination Center
Julie Willcut
Director
1500 West 7th Avenue
Stillwater, OK 74074
(405) 377-2000

Northwest Curriculum Coordination Center
Bill Daniels
Director
Old Main, Room 478
St. Martin's College
Lacy, WA 98503
(206) 589-5543

Western Curriculum Coordination Center
Lawrence F.H. Zane
Director
College of Education
University of Hawaii
1776 University Avenue
Wist Hall 216
Honolulu, HI 96822
(808) 956-7834

National Center for Research in Vocational Education (NCRVE)

NCRVE is funded by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) to provide teachers, administrators, and policy makers with student-centered research on a variety of crucial topics, including the integration of academic and vocational education, tech-prep programs, the needs of special populations, performance measures and standards, work experience, and school-to-work programs. The NCRVE also carries out implementation research that provides guidance on how to translate the results of research into practice, focusing on investigating exemplary programs that can be used to illustrate "best practices."

The NCRVE maintains a consortial relationship with six major teaching institutions (with programs that prepare teachers and administrators in education as well as researchers and policy makers) and with one major research organization. These include the University of California at Berkeley, the lead institution; the University of Illinois; the University of Minnesota; Teachers College, Columbia University; Virginia Polytechnic Institute and State University (Virginia Tech); the University of Wisconsin; and RAND (with sites in Santa Monica, California, and Washington, D.C.). For further information about the center and its activities, contact:

David Stern, Director
National Center for Research in Vocational Education
University of California at Berkeley
2150 Shattuck, Suite 1250
Berkeley, CA 94720-1674
(800) 762-4093

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Adult, Vocational and Tech. Ed
State Board of Education
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200 West Baltimore Street
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(410) 767-0162
FAX: (410) 333-2099

MICHIGAN

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Lansing, MI 48909
(517) 373-8425
FAX: (517) 335-3630

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MASSACHUSETTS

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Education and Research Center
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Jackson, MS 39211
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FAX: (601) 982-6363

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FREELY ASSOCIATED STATES, INSULAR AREAS, AND TERRITORIES

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American Samoa Community
College
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State Literacy Resource Centers

The State Literacy Resource Centers (SLRCs) were authorized by the National Literacy Act of 1991. They are administered by the Office of Vocational and Adult Education. Congress recognized that high quality instruction is the bottom line of all education and that quality instruction is informed instruction. The SLRCs can assist adult education practitioners across the nation in locating and accessing the most current materials in their specific issue area. A listing of resource center locations and contacts follows.

ALABAMA

Rick Horne
Coordinator, Alabama State University
Adult Literacy Resource Center
Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36104-3833
(205) 242-8181
1-800-392-8086 (Alabama only)
FAX: (205) 242-2236

ALASKA

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FAX: (907) 465-3396

David Alexander
Director, Nine Stars Enterprises
650 West International Airport Road
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ARIZONA

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730 East Highland
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(602) 265-0231
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ARKANSAS

Janie Carter
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FAX: (501) 367-9877

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FAX: (408) 723-6449

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FAX: (714) 434-7920

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Del Rey Center, Room 409
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FAX: (619) 425-5447

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San Diego Community College District
5348 University Avenue
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FAX: (818) 856-1528

Margaret Kirkpatrick
Coordinator, Merced Adult School
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Literacy Resource Center
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FAX: (303) 830-0793

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785 Unquowa Road
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FAX: (203) 259-7067

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Daphne Mathews
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ACE Network, Department of Education
Legislative Avenue, Tatnall Building
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(302) 739-6959
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FAX: (202) 727-1129

Ponnuswamy Swamidoss
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(615) 532-2838
(615) 532-8226 FAX

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Tennessee Department of Education
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Nashville, TN 87243-0383
(615) 532-2819
(615) 532-8226 FAX

TEXAS

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Tech Prep
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
(512) 475-3441
(512) 475-3575 FAX

Mark Butler
Program Director
Texas Higher Education Coordinating Board
P.O. Box 12788, 7745 Chevy Chase
Austin, TX 78711
(512) 483-6250
(512) 483-6444 FAX

UTAH

Mary Shumway
Office of Applied Technology Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7852
(801) 538-7868 FAX

VERMONT

Douglas Webster
Applied Technology Consultant
Vermont Department of Education
120 State Street
Montpelier, VT 05602
(802) 828-3131
(802) 828-3146 FAX

VIRGIN ISLANDS

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Vocational Technical and Adult Education
Virgin Islands Board of Education
44-46 Kongens Gade
St. Thomas, VI 00801
(809) 776-3484 ext. 11
(809) 776-3488 FAX

Anne Torline
Coordinator
Tech Prep
Department of Education
44-46 Kongens Gade
St. Thomas, VI 00802
(809) 777-7463
(809) 777-7463 FAX

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VIRGINIA

Carl Jorgensen
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Virginia Department of Education
PO Box 2120
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(804) 225-2844
(804) 371-2456 FAX

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James Monroe Building
101 North 14th Street
Richmond, VA 23219
(804) 371-2877
(804) 786-3787 FAX

Darlene H. Blake
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Virginia Community College System
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Richmond, VA 23219
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(804) 786-3787 FAX

WASHINGTON

Carilyn K. Norris
Program Supervisor
Tech Prep
Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200
(206) 753-3538
(206) 753-4515 FAX

Raymond Harry
Associate Director
Education Programs
Washington Board for Community and Technical Colleges
319 7th Avenue, PO Box 42495
Olympia, WA 98504-2495
(206) 753-3672
(206) 586-6440 FAX

WEST VIRGINIA

Saundra Randolph Perry
Executive Director
West Virginia Joint Commission for Voc. Tech. Occupational Education
1018 Kanawha Boulevard East, Suite 107
Charleston, WV 25301-2827
(304) 558-2411
(304) 558-4040 FAX

James L. Skidmore, Assistant Director
Community College & Vocational Education
State College and University System of West Virginia
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-0265
(304) 558-1646 FAX

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WISCONSIN

Mary Jane Best-Louther
Education Consultant
Tech Prep
Department of Public Instruction
125 South Webster Street, PO Box 7841
Madison, WI 53707-7841
(608) 267-3161
(608) 267-1052 FAX

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Tech Prep
Wisconsin Technical College System
310 Price Place, PO Box 7874
Madison, WI 53707-7874
(608) 266-1724
(608) 266-1690 FAX

WYOMING

Linda Carter
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002
(307) 777-6252
(307) 777-6234 FAX

National Occupational Information Coordinating Committee (NOICC)

NOICC is a federal interagency committee that promotes the development and use of occupational and labor market information. NOICC's primary mission is to improve coordination and communication among developers and users of occupational information, and to help states meet the occupational information needs of vocational education and employment and training program managers, as well as individuals making career decisions. NOICC works with a network of State Occupational Information Coordinating Committees (SOICCs), the members of which represent state producers and users of occupational information. Many also include representatives from higher education.

The basic NOICC/SOICC systems include:

- **Occupational Information Systems (OIS)** -- state computerized data bases that contain mechanisms for combining multiple-source occupation and education data so that it can be understood and analyzed by a variety of audiences.

- **Career Information Delivery Systems (CIDS)** -- Computer-based systems that provide information about occupations and training opportunities. The systems help individuals match personal characteristics with compatible occupations. CIDS are located at almost 19,000 sites nationwide.

NOICC sponsors the following programs that focus on career guidance and counseling:

- **The National Career Development Guidelines** are a competency-based approach to career development that helps schools plan quality career guidance and counseling programs.

- **NOICC's Improved Career Decision Making (ICDM)** Training program is aimed at helping counselors increase their knowledge and use of labor market information in career counseling.

- **The Career Development Portfolio** is a sequential career planning guide for use with students in grades 5-12 to link work-based skills to academic preparation. It was developed by NOICC in collaboration with the American School Counselor Association (ASCA) and the Maine OICC. It is being piloted in five states.

National Occupational Information
Coordinating Committee
2100 M Street NW, Suite 156
Washington, DC 20037
Telephone: (202) 653-7680

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Office of Bilingual Education and Minority Languages Affairs (OBEMLA) Resource Centers

The multifunctional resource centers listed below provide information on the following subjects, as well as general information on bilingual education within states and localities:

- English Literacy for Limited English Proficient (LEP) Students
- Bilingual Adult Education
- Bilingual Program Administration
- Bilingual Special Education
- English Literacy for Non-Literate Secondary LEP Students
- Math and Science Programs in Bilingual Education
- English as a Second Language and Other Alternatives
- Counseling for LEP Students
- Parent Involvement
- Issues in LEP Student Attrition
- Bilingual Education for Gifted and Talented Students
- Bilingual Education for New Immigrant/Refugee Students
- Career Education Programs for LEP Students
- Educational Technology in Bilingual Programs
- Relationship Between Orthographies and English Literacy
- Bilingual Vocational Education

SERVICE AREA 1
(ME, NH, VT, MA, CT, RI)

Adeline Becker
Executive Director
Brown University
New England Multifunctional
Resource Center
144 Wayland Avenue
Providence, RI 02906
(401) 274-9548
FAX (401) 421-7650

SERVICE AREA 2
(NY)

Jose Vasquez
Hunter College and the Research
Foundation of the City University
of New York
Bilingual Programs
695 Park Avenue
Hunter West 924
New York, NY 10021
(212) 772-4764
FAX (212) 650-3815

SERVICE AREA 3
(PA, OH, WV, VA, KY, NJ, DE, MD, DC)

Mai Tran
Director
COMSIS Corporation
8737 Colesville Road, Suite 1100
Silver Spring, MD 20910
(301) 588-0800
(800) 228-6723
FAX (301) 588-5922

SERVICE AREA 4
(AL, AR, GA, LA, MS, NC, OK, SC, TN)

Hai Tran
Director
University of Oklahoma
Division of Continuing Education and
Public Affairs
555 Constitution Avenue
Norman, OK 73037

SERVICE AREA 5
(FL, PR, Virgin Islands)

Ann Willig
Director
Florida Atlantic University
College of Education
1515 Commercial Boulevard, Suite 303
Ft. Lauderdale, FL 33309

SERVICE AREA 6
(IA, MI, MN, ND, SD, WI)

Minerva Coyne
Director
Multifunctional Resource Center for
Bilingual Education at the
University of Wisconsin
University of Wisconsin, Madison
1025 West Johnson Street
Madison, WI 53706
(608) 263-4216
FAX (608) 263-3733

SERVICE AREA 7
(IL, IN, KS, MO, NE)

Judith A. Kwiat
InterAmerican Technology, Inc.
2360 East Devon Avenue, Suite 3011
Des Plaines, IL 60018
(708) 296-6070
FAX (708) 296-7892

SERVICE AREA 8
(North Texas)

Betty J. Mace Matluck
Director
Southwest Education Development
Laboratory
211 East 7th Street
Austin, TX 78701
(512) 476-6861
FAX (512) 476-2286

SERVICE AREA 9
(South Texas)

Maria Robledo Montecel
Director
Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
(210) 684-8180
FAX (210) 684-5389

SERVICE AREA 10
(AZ, NM, UT, CO, NV)

Phyllis M. Garcia
Director
Arizona State University
College of Education
Temple, AZ 85287
(602) 965-5688
FAX (602) 965-5690

SERVICE AREA 11
(ID, MT, OR, WA, WY)

Esther Puentes
Director
Interface Network, Inc.
4800 S.W. Griffith Drive
Suite 202
Beaverton, OR 97005
(503) 644-5741
FAX (503) 626-2305

SERVICE AREA 12
(Northern California)

Janet Lu
ARC Associates, Inc.
1212 Broadway, Suite 400
Oakland, CA 94612
(510) 834-9455
FAX (510) 763-1490

SERVICE AREA 13
(Los Angeles Service Area)

Rocio Flores Moss
Director
San Diego State University
415 West Foothill University
Suites 350-51
Claremont, CA 91711
(619) 594-5193
(714) 652-6382
FAX (619) 594-4570

SERVICE AREA 14
(HI, American Samoa)

Sylvia Carrizales
Director, MRC - Area 14
California State Polytech U., Pomona
Continuing Education
3801 West Temple Avenue
Pomona, CA 91768-4030
TEL: (909) 869-4919
FAX: (909) 869-3777

SERVICE AREA 15
(America Somoa, Guam, Hawaii, Palau)

Wanda Moore
ARC Associates, Inc.
1314 South King Street, Suite 1456
Honolulu, HI 96814
TEL: (808) 593-8894
FAX: (808) 531-7802

SERVICE AREA 16
(Alaska)

Richard Littlebear
Director
Interface Network, Inc.
3401 East 42nd, Suite 201
Anchorage, AK 99508
(907) 563-7787
FAX (907) 563-8181

Clearinghouses

An education clearinghouse is a "one-stop-shop" that provides information on materials, programs, research, and other resources helpful to educators. The content area and services of individual education clearinghouses vary; however, most include access to databases, publications and newsletters, fact sheets, general assistance, and in some cases, curriculum materials. Clearinghouses funded by the Department of Education and of particular interest to teachers are described in the following pages.

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ERIC Clearinghouses

The Educational Resources Information Center (ERIC), funded by OERI, is a nationwide information network that acquires, catalogs, summarizes, and provides access to education information from all sources. The data base and ERIC document collections are housed in about 3,000 locations worldwide, including most major public and university library systems. ERIC produces a variety of publications and provides extensive user assistance, including **AskERIC**, an electronic question answering service for teachers on the Internet (askeric@ericir.syr.edu). The ERIC system includes 16 subject-specific clearinghouses listed below, the ERIC Processing and Reference facility, and ACCESS ERIC—which provides introductory services. For more information call ACCESS ERIC at 800-LET-ERIC (1-800-538-3742).

ERIC Clearinghouse on Teaching and Teacher Education
AACTE
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
(202) 293-2450
FAX (202) 457-8095

ERIC Clearinghouse on Assessment and Evaluation
Catholic University
Department of Education
O'Boyle Hall
Washington, DC 20064

ERIC Clearinghouse on Education Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
(503) 346-5043
FAX (503) 346-2334
(800) 438-8841

ERIC Clearinghouse on Rural Education and Small Schools
AEL
1031 Quarrier Street
Charleston, WV 25301
(800) 624-9120

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036-1183
(202) 296-2597
(800) 773-3742

ERIC Clearinghouse on Science, Math and Environmental Education
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
(614) 292-6717

ERIC Clearinghouse on Adult, Career, and Vocational Education
CETE/Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ERIC Clearinghouse on Urban Education
Teachers College
Columbia University
Main Hall/Rm 303
Box 40
525 West 120th Street
New York, NY 10027-6696
(212) 678-3433
(800) 601-4868

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
(217) 333-1386
(800) 583-4135

ERIC Clearinghouse on Social Studies/Social Science Education
SSDC, Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
(812) 855-3838
(800) 266-3815

ERIC Clearinghouse on Reading English, and Communication
REC, Indiana University
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847
(800) 759-4723

ERIC Clearinghouse on Counseling and Student Services
University of North Carolina-Greensboro
School of Education
101 Park Building
Greensboro, NC 27412-5001
(800) 414-9769

ERIC Clearinghouse for Community Colleges
UCLA
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, CA 90095-1521
(800) 832-8256

ERIC Clearinghouse on Languages and Linguistics
CAL
1118 22nd Street NW
Washington, DC 20037-0037
(202) 429-9292
(800) 276-9834

ERIC Clearinghouse on Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 264-9474
(800) 328-0272

ERIC Clearinghouse on Information and Technology
Syracuse University
194 Center for Science and Technology
Syracuse, NY 13244-2340
(315) 443-3640
(800) 464-9107

The National Clearinghouse on Professions in Special Education

The National Clearinghouse on Professions in Special Education, funded by Office of Special Education Rehabilitation Services (OSERS), is designed to encourage students to seek careers in the various fields related to the education of children and youth with disabilities, and to help professional personnel to seek employment in these areas.

The Clearinghouse collects and disseminates information on current and future needs for special education and related services personnel, disseminates information on career opportunities in special education, networks among local and state agencies concerning positions and personnel, and provides information and technical assistance on standards for personnel preparation.

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 264-9474

Contact: George E. Ayers

National Information Clearinghouse on Children Who Are Deaf-Blind

The overall purpose of the National Information Clearinghouse on Children Who Are Deaf-Blind is to connect and broaden existing technical assistance and dissemination activities by implementing a nationally responsive clearinghouse on children and youth with deaf-blindness.

John Reiman
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8776

National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH)

HEATH, funded by OSERS, serves as an information exchange about education support services, policies, procedures, adaptations, and opportunities on university campuses, at vocational-technical schools, in adult education programs, independent living centers, transition, and other training entities after high school.

Students with disabilities, their parents, advisers, and advocates, are targets for the dissemination of information by HEATH.

American Council on Education
(HEATH Resource Center)
One Dupont Circle
Washington, DC 20036-1193
(202) 939-9320

Contact: Rhona C. Hartman

National Information Center for Children and Youth with Disabilities (NICHCY)

NICHCY, funded by the OSERS, provides information and technical assistance free of charge to families, professionals, care givers, advocates, agencies, and others helping children and youth with disabilities to become participating members of the community. NICHCY offers data bases, publications and newsletters, updated fact sheets, briefing papers, and parents' guides.

National Information Center for Children and Youth with Disabilities
Susan Elting
P.O. Box 1492
Washington, DC 20013
(703) 893-6061

Eisenhower National Clearinghouse for Mathematics and Science Education

OERI's National Clearinghouse for Mathematics and Science (ENC) collects, catalogs, and disseminates K-12 curriculum materials and resources in mathematics and science. ENC's catalog is available online through a toll-free number (800) 362-4448 as well as through the Internet (enc.org via Telnet or http://www.enc.org via WWW). ENC provides teachers with a variety of additional services, including a technical help desk and reference service, print publications, and 12 demonstration sites located throughout the nation. ENC collaborates with existing regional and national networks and coordinates its demonstration site activities with the Eisenhower Regional Consortia for Mathematics and Science Education.

Len Simutis, Director
Eisenhower National Clearinghouse
The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1079
(800) 621-5785 or (614) 292-7784

National Clearinghouse for Alcohol and Drug Information (NCADI)

A centralized source for information about alcohol and other drugs, including publications, fact sheets, posters, and videotapes. NCADI is co-sponsored by the U.S. Department of Education, the Center for Substance Abuse Prevention, and the U.S. Department of Health and Human Services.

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20852
(800) SAY-NO-TO (729-6686)

Federal Drug, Alcohol and Crime Clearinghouse Network

Serves as a single point of entry for all federal alcohol and drug clearinghouses. Sponsored by the Office of National Drug Control Policy in cooperation with the Department of Health and Human Services, the Department of Justice, the Department of Housing and Urban Development, and the Department of Education.

Federal Drug, Alcohol, and Crime Clearinghouse Network
(800) 788-2800

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National Clearinghouse for Bilingual Education (NCBE)

NCBE is funded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA), to provide practitioners with information on the education of limited English proficient students. NCBE compiles information on materials, programs, research, and other resources that can help educators meet the challenge posed by the complex and changing education needs of language minority students in U.S. schools.

NCBE also offers a Computerized Information System (CIS), which contains information about materials, support services, funding opportunities, and other resources relating to the education of limited English proficient students. The NCBE CIS includes three searchable databases -- the NCBE Bibliographic Database, the NCBE Resources Database, and the NCBE Publishers Database, an electronic bulletin board -- NCBE newsline, and electronic mail. To obtain a user ID and password, contact NCBE.

Joel Gomez, Director
NCBE
George Washington University
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867
(800) 321-NCBE
FAX: (202) 429-9766, or
(800) 531-9347

Publications

The U.S. Department of Education publishes a number of books and pamphlets in order to disseminate information and research about education issues. The publications that follow are available free from various Department offices and clearinghouses, or at a charge from the Government Printing Office (GPO) or the Consumer Information Center (CIC). This guide lists and describes briefly those publications that could be useful to teachers. **Information on ordering follows at the end of the section.**

Classroom Instruction/Disciplines

Math/Science

Improving Math and Science Teaching, GPO, #065-000-00553-1, $1.75

Transforming Ideas for Teaching and Learning Mathematics
free from OERI (max. 2 copies) OR 93-3044
Bulk, GPO, #065-000-00574-3, $25 for 25 copies

What Schools Can Do To Improve Math & Science Achievement By Minority & Female Students
Free from the Office of Civil Rights

Riding the Wind: Rural Leadership in Science and Mathematics Education
GPO, #065-000-00709-6, $6

Reading

Reading In and Out of School: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12 in 1988 and 1990
GPO, # 065-000-00501-8, $3.75

Bilingual Education

How To Integrate Language and Content Instruction: A Training Manual;
Center for Applied Linguistics, attn. Cynthia Daniels, 118 22nd Street NW, Washington, DC 20037, (202) 429-9292; $10.00

Vocational and Adult Education

A Guide to Special Demonstration and Teacher Training Projects
free from Adult Learning and Literacy Clearinghouse, OVAE

BEST COPY AVAILABLE

Bibliography of Resource Materials
free from Adult Learning and Literacy Clearinghouse, OVAE

NCRVE Products (catalog) free from NCRVE

Reaching the Goals: Goal 5: Adult Literacy and Lifelong Learning
GPO, #065-000-00582-4; $2.75

Students and Communities

On Students

A Profile of the American Eighth Grader
GPO, #065-000-00404-6, $9

Parental Involvement

Policy Perspectives: Parental Involvement in Education
GPO, # 065-000-00459-3, $1.50

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services
GPO, call (202) 783-3238 for number & price

Violence/Drugs

Catalog of Selected Federal Publications on Illegal Drug and Alcohol Abuse
Free from the Federal Drug, Alcohol, and Crime Clearinghouse Network; call 1 (800) 788-2800

Office for Substance Abuse Prevention (OSAP)'s National Clearinghouse for Alcohol and Drug Information (NCADI) Publications Catalog
Free from NCADI

Learning to Live Drug-Free: A Curriculum Model for Prevention
This curriculum model provides a framework for classroom-based prevention efforts in kindergarten through grade 12. The model includes lessons, activities, background for teachers, and suggestions for involving parents and the community in drug prevention. Free from NCADI

Reaching the Goals: Goal 6: Safe, Disciplined, and Drug-Free Schools
GPO, #065-000-00555-7, $2.25

Success Stories from Drug-Free Schools: A Guide for Educators, Parents, & Policymakers

This guide is designed to share the experiences and advice from programs at 107 schools recognized in the Drug-Free School Recognition Program in the 1989-90 and 1990-91 academic years.
Free from NCADI

National Commission on Drug-Free Schools: Final Report, September 1990
Free from NCADI

What Works: Schools Without Drugs

This publication provides assistance to schools and communities in developing a comprehensive program to prevent drug and alcohol abuse. Free from Schools Without Drugs/ Pueblo, CO 81009;
or call 1 (800) 624-0100 (also available in Spanish)

Growing Up Drug-Free: A Parent's Guide To Prevention

This handbook is distributed to parents, educators, and community groups to help families take an active role in drug prevention before they have a problem.
Free from Growing Up Drug Free/Pueblo, CO 81009
or call 1 (800) 624-0100 (also available in Spanish)

Youth & Alcohol: Selected Reports to the Surgeon General
Free from NCADI

Drug Prevention Curricula: A Guide to Selection and Implementation

This guide is designed to assist educators in selecting, designing, and implementing educationally sound curricula for use in a drug prevention program. Free from NCADI

Audiovisual Materials

The Department has produced nine drug prevention videos for students in all grades. The videos are available on loan from the National Clearinghouse for Alcohol and Drug Information. A series of posters developed in conjunction with the Partnership for a Drug-Free America also is available from the Clearinghouse.

Special Needs

Inclusion of Students with Disabilities in Regular School Settings
Free from OSERS

Information Kit: *Education of Children with Attention Deficit Disorder*
Free from the ERIC Clearinghouse on Disabilities and Gifted Education
(800) 328-0272.

Discipline of Handicapped Students in Elementary & Secondary Schools
Free from the Office of Civil Rights

Business-Community-Education Partnerships

A Guide to Developing Education Partnerships
GPO, # 065-000-00619-7, $4.25

Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships
Free from OERI, PIP 93-1102

Project Abstracts: Educational Partnerships Program
Free from OERI, PIP 93-1117

An Overview of Evaluation Research on Selected Educational Partnerships
ERIC, ED 325536, $3.53 or from OERI

Teachers and Teaching

Professional Development

Achieving World Class Standards: The Challenge for Educating Teachers
GPO, #065-000-00557-3, $4.25

Teaching Strategies

Hard Work and High Expectations: Motivating Students to Learn
GPO, #065-000-00496-8, $1.25

On the Teaching Profession

America's Teachers: Profile of a Profession
GPO, #065-000-00567-1, $13.00

Schools and Staffing in the United States: A Statistical Profile, 1990-91
GPO, #065-000-00581-6, $6.50

Toward a New Science of Instruction
GPO, #065-000-00589-1, $5.50

School Policy

Assessment

National Assessment of Educational Progress
brochure; free from OERI

Principals/School Management

The Principal's Role in Shaping School Culture
GPO, #065-000-00426-7, $3.75

Collaboration to Build Competence -- The Urban Superintendents' Perspective
GPO, #065-000-00475-5, $4.00

School Improvement

The National Education Goals Report 1994: Building A Nation of Learners
GPO, call (202) 783-3238 for number & price

Standards for All: A Vision of Education in the 21st Century
brochure; free from OERI

Developing Leaders For Restructuring Schools: New Habits of Mind and Heart
GPO, #065-000-00444-5, $3.50

Toward Quality in Education: The Leader's Odyssey
GPO, #065-000-00605-7, $6.50

Together We Can: A Guide for Crafting a Professional System of Education & Human Services
GPO, $11.00

Using Technology to Support Education Reform
Free from OERI

Changing Education: Resources for Systemic Reform
Free from OERI

Civil Rights

ED FACTS: Information About OCR
Free from the Office for Civil Rights

How to File a Discrimination Complaint
Free from the Office for Civil Rights

The Guidance Counselor's Role in Ensuring Equal Educational Opportunity
Free from the Office for Civil Rights

Magnet Schools: Promoting Equal Opportunity and Quality Education
Free from the Office for Civil Rights

Sexual Harassment --- It's Not Academic
Free from the Office for Civil Rights

Placement of School Children with AIDS
Free from the Office for Civil Rights

Grant Guides

The U. S. Department of Education administers a number of grants, both through state formula grant programs and through competitive discretionary grant programs. The following guides detail the range of funding opportunities available at the federal level.

U.S. Department of Education: Guide To Programs, 1992 (OPA)

U.S. Department of Education Office of Elementary and Secondary Education: Guide to Programs, Fiscal Year 1992 (OESE)

U.S. Department Of Education: Funding For Mathematics And Science Education (OERI)

Programs Supporting Mathematics and Science Education (OERI)

Christa McAuliffe Fellowship Program: Program Abstracts 1989-1992
(OESE; School Effectiveness Division)

Resource Guide for Discretionary National Vocational-Technical and Adult Literacy Education Programs (OVAE, Division of National Programs)

Handbook on Serving Private School Children With Federal Education Programs (OPRE)

Publications Available from 1-800-USA-LEARN

The Information Resource Center can send you publications on a wide array of education issues. By simply calling 1-800-USA-LEARN, you may inquire about and order the following:

How We Help American Learn
A Bright New Era in Education
Preparing Your Child for College (2nd edition)
Teacher Forum Packet
Teachers and Goals 2000
An Invitation to Your Community
A Teacher's Guide to the U.S. Department of Education
Summer Learning Recipes: Grades K-3
Summer Learning Recipes: Grades 4-5
Summer Learning Recipes: Grades 6-8
Summer Learning Recipes: Grades 9-12
Strong Families, Strong Schools
Community Action Toolkit
Moving to the Head of the Class
Employers, Families, Schools: Family Friendly Business
Statement of Common Purpose
Family Involvement Brochures
Together We Can Packet
Implementing School Wide Programs
Goals 2000 Progress Report
Family Involvement Partnership Strategic Plan
Back to School Publications
Religious Expression in Public Schools
National Technology Plan for Education
Reading Kit
Reading Kit (Pre-K)
Reading Kit (Camera Copy)
Reading Kit (Camera Ready Pre-K)
Building Capacity: Higher Education & Goals 2000
Building Bridges from School to Work
All Children Ready to Learn
Safe, Disciplined, & Drug-Free Schools
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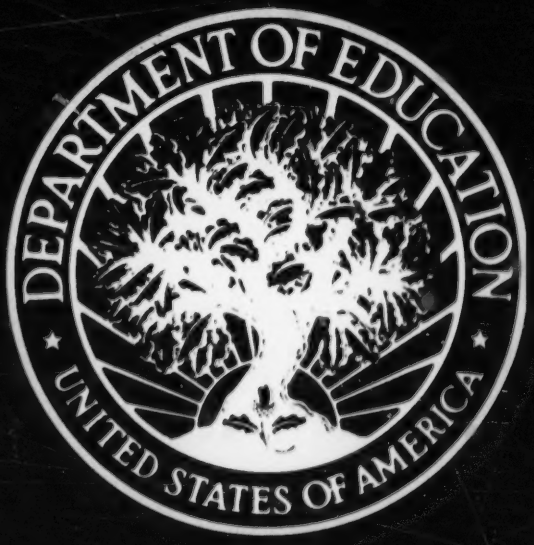
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